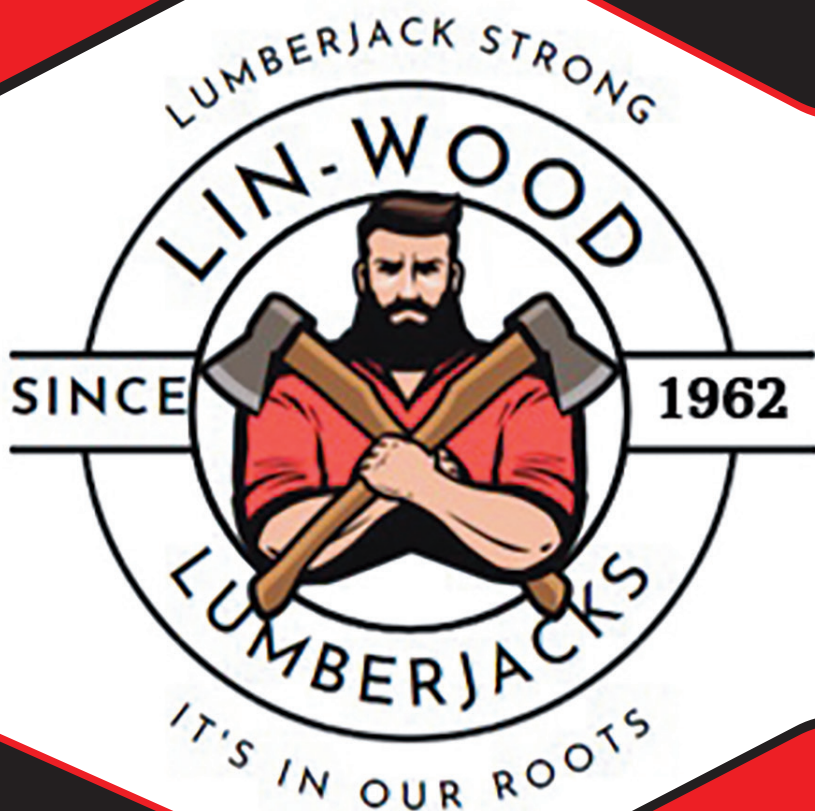


**LINCOLN-
WOODSTOCK
PUBLIC SCHOOL
K-12**

2024-2025

Home of the Lumberjacks



**Student / Parent Handbook
Student Planner**

72 Linwood Drive,
Lincoln, N.H. 03251
Phone: (603) 745-2214
Fax: (603) 745-6797

Notice of Nondiscrimination

AC

Notice of Nondiscrimination

Under New Hampshire law and School Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin. Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students on the basis of anything other than the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking. This notice refers to, but is not limited to, the provisions of the following laws:

RSA 186:11, XXXIII, Discrimination

RSA 193:38, Discrimination in Public Schools

RSA 193-F, Student Safety and Violence Protection Act RSA 275:71, Prohibited Conduct by Employer

RSA 354-A: State Commission for Human Rights

The Age Discrimination in Employment Act of 1967

The Age Discrimination Act of 1975

Title II of The Americans with Disabilities Act of 1990

Title IV, VI, and VII of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Lincoln-Woodstock Public School K-12
Student / Parent Handbook
Student Planner



2024-2025
SAU #68

Welcome

Dear Parents/Guardians and Students,

Thank you for reading this Handbook!

Our goal for 2024-2025 is to share our talents and resources with our students to help them achieve their fullest potential. We strive to help others, only then are we able to make our community and our world a better place to be.

We stand ready to work with you to achieve success.

Sincerely,
Peter Stivali
Principal
745-2214 ext. 200

Ashley Youngheim
Assistant Principal
745-2214 ext. 248

Dr. Mary Steady
Superintendent
745-2051 ext. 212



History and Purpose

Lin-Wood Public School was established in 1962 to serve the communities of Lincoln and Woodstock, New Hampshire. It provides excellent educational opportunities for students in Grades K-12.

Mission Statement

To develop a thoughtful and capable learner, supported by an involved community.

2024-2025 Handbook Acknowledgement

Date: _____

Student's Name: _____ (please print)

We, parent/guardian and student, are responsible for all school property issued to our child(ren) including but not limited to books, calculators, laptops, and uniforms. We, parent/guardian and student, have reviewed the following policies:

Policy:	Parent/ Guardian Initials	Student Initials
ADC Tobacco Product Ban	_____	_____
JICD Student Conduct, Discipline	_____	_____
JICC-R Student Rules and Conduct - Bus	_____	_____
JH Attendance, Absenteeism, and Truancy	_____	_____
JICJ- R Electronic Device	_____	_____
JICK Pupil Safety and Violence Prevention	_____	_____
JICL-R Internet Access Release	_____	_____
JRA Student Records and Access-FERPA	_____	_____
EEAA Recording Media Surveillance	_____	_____
EF-R Meal Charging	_____	_____

We, parent/guardian and student, have reviewed the LIN-WOOD STUDENT/PARENT HANDBOOK and are aware of its full content.

Parent/Guardian Signature

Student Signature

PHOTO AND MEDIA RELEASE: Permission is requested to allow Lin-Wood Public School to photograph and/or interview your child and share your child's work and achievements including honor roll lists during the school year for informational, press, and/or other marketing material purposes. This can include printed materials, electronic media, or other mediums for the purpose of publication, press coverage, display, or exhibition. Photographs and interviews may also be used by members of the media to broadcast events. Regular school photos will be used for yearbook purposes.

AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

DO NOT AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

INTERNAL VIDEO/AUDIO USE: Lin-Wood students and teachers recognize that video and audio recordings of students in the classrooms and during school programs may serve a variety of educational purposes. These recordings are generally used for student presentations/performances and instructional or assessment purposes. Parental authorization is required for video and audio recordings in school classrooms.

AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

DO NOT AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

ADDITIONAL ACKNOWLEDGEMENT NEEDED ON REVERSE 

2024-2025 Handbook Acknowledgement

WALKING FIELD TRIP PERMISSION SLIP

Dear Parents and Guardians,

As part of the students' learning experience and community service there may be times when teachers would like to take students off school grounds walking.

The distance is not usually more than one mile from the school. Activities may include; class observation walks, health and wellness walks, community clean up days, rewards, grocery store trips for instructional cooking items, etc.

By signing the authorize statement on this Walking Field Trip Permission slip, you give permission for your child to participate in these off-campus activities throughout the year. Parents will be notified prior to each activity.

-Mr. Stivali

Student's Name: _____

Emergency Contact

Name: _____ Phone: _____

Notes about your child
(medications, etc.): _____

AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

DO NOT AUTHORIZE PARENT/GUARDIAN SIGN HERE: _____

Failure to initial and sign this Handbook Acknowledgement and Review Form does not relieve parent/guardian/student from complying with guidelines and policies herein.

Please review the handbook ASAP.

Once reviewed please complete, tear out, and return this two-sided form to your HOMEROOM/ADVISORY TEACHER by OCTOBER 1, 2024.

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Lin-Wood Staff

SAU STAFF (603-745-2051)

Dr.	Mary Steady	Superintendent
Mrs.	Debbie O'Connor	Financial Manager
Mrs.	Sharon Holt	SAU Admin. Asst.
Mrs.	Meg Haase	Payroll/Accounting Clerk

ADMINISTRATIVE STAFF (603-745-2214)

Mr.	Peter Stivali	Principal
Mrs.	Ashley Youngheim	Assistant Principal
Mrs.	Nancy Bartlett	Dir. of Pupil Services
Mr.	Trey Aldridge	Technology Director
Mr.	Bart King	Technology Asst.
Mr.	Mark Houde	Dir. of Buildings and Grounds
Ms.	Courtney Donati	School Nurse
Mr.	Matt Manning	School Counselor (6-12)/AD
Ms.	Sydney Campbell	School Counselor (K-5)
Mrs.	Erin Bell	School Social Worker
Ms.	Joanna Boisseau	Intervention Coordinator
Mrs.	Billie Barnett	School Counselor's Office Admin. Asst.
Mrs.	Kim-Marie LaMotte	MHS Admin. Asst.
Mrs.	Sheila Rich	Elementary Admin. Asst.

LIN-WOOD STAFF

Elementary School (603-745-2214)

Mrs.	Sarah Beaudin	Kindergarten
Mrs.	Diana Pamplin	Kindergarten
Mrs.	Rebecca Manning	Grade 1
Mrs.	Julie Rand	Grade 1
Ms.	Courtney Busnach	Grade 2
Ms.	Megan Houle	Grade 2
Mr.	Russell Bradshaw	Grade 3
Ms.	Heidi Carter	Grade 3
Ms.	Emma Doubman	Grade 4
Mrs.	Kristyn Fadden	Grade 4
Mrs.	Aimee Cowles	Grade 5
Mrs.	Sally Nicoll	Grade 5

Middle School (603-745-2214)

Mrs.	Sarah Kraus	Grades 6-8
Mrs.	Kristie Morris	Grades 6-8
Mr.	Logan Placey	Grades 6-8
Ms.	Rebecca Steeves	Grades 6-8
Ms.	Jackie Wilson	Grades 6-8
Mrs.	Paula Houde	Grades 6-8

High School (603-745-2214)

Ms.	Allison Frobey	Art (K-12)
Mrs.	Heather Krill	English
Ms.	Jennifer Whitcher	English

Lin-Wood Staff

Ms.	Kristy Duris	Library Media Spc. (K-12)/Health/ELO
Mrs.	Melissa Sabourn	Library Aide (K-12)
Ms.	Jessica Halm	Math
Mr.	Lincoln Robertson	Math
Ms.	Kristen Bushway	Music, General (K-12)
Mr.	Thomas Untersee	Music, Instrumental (5-12)
Mr.	Aaron Loukes	PE/Health (K-12)
Mrs.	Katie Parent	Science
Mr.	David Webster, Jr.	Science
Mr.	Shaun Hagan	Social Studies
Mr.	Daniel Adams	Tech. Ed./Business/Communications
Mrs.	Dori Weeden	World Languages/ESOL

Special Education (603-745-2214)

Mrs.	Faith Bossie	Elementary Special Education
Mrs.	Paula King	Elementary Special Education
Mr.	Nicholas Cass	High School Special Education
Ms.	Cathrin Goss	Middle School Special Education
Mrs.	Sara Beth Bradley	Paraprofessional
Mrs.	Nancy Brown	Paraprofessional
Ms.	Melissa Cabral	Paraprofessional
Ms.	Deb Celino	Paraprofessional
Mr.	Sayre Cronin	Paraprofessional
Mrs.	Bobbi Donahue	Paraprofessional
Mrs.	Leigh Harrington	Paraprofessional
Mrs.	Yvette O'Connell	Paraprofessional



Support Staff/Contracted Services (603-745-2214)

Mr.	Mike Hartnett	Custodian
Mr.	Kevin Kleinpeter	Custodian
Ms.	Dana Selliken	Custodian
Mr.	Dave Webster, Sr.	Custodian
Ms.	Pamela Webster	Custodian
Off.	Elizabeth Scrafford	School Resource Officer
Mr.	Jack Marshall	Manager, Fresh Picks Cafe
Ms.	Trisha Murphy	Fresh Picks Cafe
Ms.	Kelly Shaughnessy	Fresh Picks Cafe
Mrs.	Sandra Dovholuk	School District Treasurer
Mr.	Robert Wetherell	School District Moderator
	Durham School Services	Transportation Provider

Lin-Wood staff list as of July 17, 2024.

**The qualifications of all teachers are available to parents if requested.
Please contact the SAU Office regarding this and they will respond in a
timely fashion.**

Lin-Wood School Board

Mr. Jay Duguay, Chairperson
Mrs. Tamra Ham, Vice-Chairperson
Mrs. Jasmine Weeden, Secretary
Mrs. Mandi Avery
Mr. Kevin Bell
Mr. Joseph Bossie
Mr. Casey Caulder

All School Board meetings will be held at the Lin-Wood Public School in the Elementary Multi-Purpose Room and begin at 6:30 PM unless otherwise posted.

School Board Meeting Schedule:

Wednesday, April 10, 2024 (Organizational Meeting)	Wednesday, October 23, 2024
Wednesday, May 8, 2024	Wednesday, November 13, 2024
Wednesday, May 22, 2024	Wednesday, December 4, 2024 (Board Budget Work Session)
Wednesday, June 12, 2024	Wednesday, December 11, 2024
Wednesday, June 26, 2024	Wednesday, December 18, 2024 (Board Budget Work Session)
Wednesday, July 17, 2024	Wednesday, January 8, 2025
Wednesday, August 21, 2024	Wednesday, January 22, 2025
Wednesday, September 11, 2024	Wednesday, February 12, 2025
Wednesday, September 25, 2024	Annual School District Budget Hearing – Tentative)
Wednesday, October 9, 2024	Wednesday, March 12, 2025
	(Town Meeting Tuesday, March 11, 2025)
	Tuesday, March 18, 2025
	(Annual School District Meeting – Tentative)

Unless Otherwise Posted:

Policy Committee – Meets 1st Board meeting of month
Facilities Committee – Meets 2nd Board meeting of month

BA-R

BOARD OPERATION GOALS

(Philosophy of Local Board Responsibility)

Lincoln-Woodstock Cooperative School Board exemplifies American principles of representative democracy. Ultimately accountable to their publics, the School Board will act as a community decision-making agency for our public school.

1. The School Board should function in a non-partisan, broadly representative, manner. Every member of the school board should represent the entire school district, and must let his or her consideration for the entire district take precedence over every form of partisanship and any special interest.
2. The School Board will adopt clearly defined written policies based on a thorough understanding of the educational process. In formulating the policies the board should consult individuals and groups affected by the policies, and properly delegate execution of those policies.
3. The School Board will conduct school district business in open session, except as otherwise provided by law, and endeavor by every possible means to keep the public informed.
4. The School Board should enlist citizen groups to assist and counsel them, making certain that three principles are followed: (a) citizen groups should be broadly representative; (b) recommendations should be based on research and facts, and (c) recommendations should be submitted to the school board who alone has the authority and responsibility to act upon them.
5. The School Board should seek to improve its own capabilities and procedures and will encourage training, research, and experimental efforts which offer the promise of improving school board capabilities and procedures.

A full list of School Board policies is available here: www.lin-wood.org/policies.

Annual Notice of Contact Information

AC-E

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

DISTRICT PERSONNEL:

Human Rights Officer

Name: Nancy Bartlett
Address: Lin-Wood Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 232
Email: nbartlett@lin-wood.org

Title IX Coordinator

Name: Nancy Bartlett
Address: Lin-Wood Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 232
Email: nbartlett@lin-wood.org

504 Coordinator

Name: Nancy Bartlett
Address: Lin-Wood Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 232
Email: nbartlett@lin-wood.org

OUTSIDE AGENCIES:

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

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

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

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

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

OTHER DISTRICT PERSONNEL AND NOTICES:

McKinney-Vento Homeless Assistance

Act Homeless Liaison

Name: Erin Bell
Address: Lincoln-Woodstock Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 204
Email Address: ebell@lin-wood.org

Annual Notice of Contact Information

Suicide Prevention Coordinator

Name: Erin Bell
Address: Lincoln-Woodstock Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 225
Email Address: ebell@lin-wood.org
Outside Suicide Prevention

Resources:

988 Suicide & Crisis Lifeline: 988
NH Rapid Response Access Point:
833-710-6477
NH Suicide Prevention Council:
**[www.dhhs.nh.gov/about-dhhs/
advisory-organizations/suicide-
prevention-council](http://www.dhhs.nh.gov/about-dhhs/advisory-organizations/suicide-prevention-council)**
NH Headrest: 603-448-4872
NAMI: 603-225-5359/800-242-6264
<https://www.namih.org>

Extended Learning Opportunities (ELO) Coordinator

Name: Kristy Duris
Address: Lincoln-Woodstock Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 258
Email Address: kduris@lin-wood.org

English as Second Language (ESOL)

Name: Joanna Boisseau/Dori Weeden
Address: Lincoln-Woodstock Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214
Email Address: jboisseau@lin-wood.
org/dweeden@lin-wood.org

Notification of Asbestos Management Plan Availability

Name: Peter Stivali, Principal
Address: Lincoln-Woodstock Public School
72 Linwood Drive, Lincoln NH 03251
Telephone: 603-745-2214 ext. 200
Email Address: jrobert@lin-wood.org
40 CFR Part 763 93(g)(4) Asbestos Containing Materials in Schools: Final Rule and Notice (AHERAL) requires that written notice be given that the following schools have management plans for the safe control and maintenance of asbestos containing materials found or assumed to be in their buildings. These management plans are accessible and available to the public at the administrative office of the facility listed.
Lin-Wood Public School,
72 Linwood Drive, Lincoln NH 03251
(603) 745-2214

MS Schedule of Periods 2024-2025

MS Period	Time
HOME ROOM	7:45 – 7:50
1	7:50 – 8:35
2	8:35 – 9:31
BREAK	9:31 – 9:42
3	9:42 – 10:40
4	10:40 – 11:12
	11:12 – 11:50
LUNCH	11:50 – 12:15
RECESS	12:15 - 12:25
5	12:25 – 1:25
6	1:25 – 2:25
HOME ROOM	2:25 – 2:30

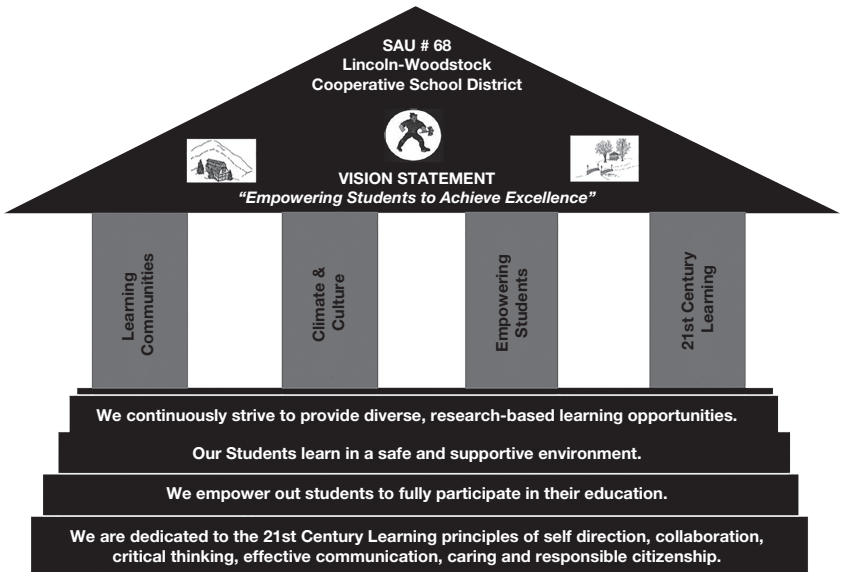
HS Schedule of Periods 2024-2025

High School Period	Time
1	7:45 – 8:43
2	8:45 – 9:36
BREAK	9:36 – 9:41
3	9:43 – 10:34
4	10:36 – 11:15
5	11:17 – 12:19
LUNCH	12:19 – 12:44
6	12:46 – 1:37
7	1:39 – 2:30

Vision Statement

Empowering Students to Achieve Success

The Lincoln Woodstock Cooperative School District continuously strives to provide diverse, research-based, and relevant learning opportunities in a safe and supportive environment. We empower our students to fully participate in their education. We are dedicated to the principles of lifelong learning: self direction, critical thinking, effective communication, collaboration, and caring and responsible citizenship.



21st Century Learning Expectations

Self-Directed Learner

We expect Lin-Wood School graduates to be learners who develop strategies for progressing toward goals while pursuing standards of excellence.

- *Sets appropriate, realistic long-term and short-term goals.*
- *Develops plans independently with a clear timeline for completion.*
- *Works independently and efficiently and self-monitors within the learning activity.*
- *Evaluates own performance by identifying strengths & weaknesses, demonstrating receptivity to constructive criticism, and thinking independently to raise self-awareness & gain a broader perspective.*

Collaboration

We expect Lin-Wood School graduates to be collaborative participants who demonstrate effective interpersonal skills in working toward the achievement of common goals.

- *Listens respectfully, shares with and supports the efforts of all team members, provides effective feedback to other members, relays a great deal of information which all relates to the topic. Consistently offers opinions and invites others to share ideas.*
- *Focuses on the task, is self-directed, completes the task on time, and exceeds expectations of work quality.*
- *Distributes tasks appropriately, is helpful to others, focused on what needs to be done.*
- *Demonstrates a willingness to consider alternative ideas, assume varied roles, and employ a variety of problem-solving strategies.*

Critical Thinking

We expect Lin-Wood School graduates to be critical thinkers who use higher order to cognitive skills with a variety of techniques and resources to process information.

- *Recognizes problems presented in given situations.*
- *Grasps or constructs meaning from given material.*
- *Uses learned material, or implements material in new and concrete situations.*
- *Is able to break down or distinguish the parts of material into its components so that its organizational structure may be better understood.*
- *Produces work that reflects unique, organized and comprehensive thinking.*
- *Draws conclusions that are well-supported, logical and complete, using information that is accurate, high-quality and relevant.*

21st Century Learning Expectations

Communication

We expect Lin-Wood School graduates to be effective communicators who use a variety of media to convey ideas for diverse purposes.

- *Communicates relevant ideas with logical organization and focus, appropriately uses language and tone, and fully engages the audience.*
- *Organizes thoughts with a precise focus, connecting ideas in a logical and creative way, using extensive vocabulary, appropriate tone, and exemplary grammar, usage and mechanics.*
- *Produces work that is highly organized and effectively portrays the topic or ideas; product shows depth of understanding, a high level of clarity, & craftsmanship.*

Caring and Responsible Citizens

We expect Lin-Wood School graduates to be caring and responsible citizens who recognize their personal responsibilities to contribute to their local and global communities.

- *Demonstrates awareness of school & community expectations and accepts responsibilities for actions.*
- *Exhibits honesty and a commitment to personal, school & community principles.*
- *Supports school and community endeavors by participating in an appropriate manner.*

Lin-Wood Public School Website (www.lin-wood.org)

The school's website provides valuable information for parents and students. Some **highlights** are:

- The school calendar.
- K-12 teacher pages which generally includes class information.
- School Counselor, main office and nurse pages.
- School District pages including School Board members, School Board goals, meeting dates, agendas, meeting minutes, and policies.
- Food service page including Free and Reduced Meals information and lunch menus.
- Alumni, Booster Club, PTSA and wellness information – click on Athletics & Activities at the top of the page.
- Athletic schedules and information, including the ability to sign up for notifications of game postponements and cancellations.
- Library webpage which allows access to information sources.

21st Century Work Study Practices

Expectation	Exemplary	Proficient	Gaining Proficiency	Not Yet Sufficient
Student will...	Student meets all in Proficient and improves by:	Student meets all in Basic Proficiency and improves by:	Student meets all in Gaining Proficiency and improves by:	Student is not yet sufficient in all and improves by:
<p>Effectively Communicate Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding</p>	Communicating and producing highly organized work that effectively portrays the topic or idea in a logical and creative way using appropriate language and tone, and fully engages audiences	Using effective communication skills all of the time	Demonstrating progress in the attainment of communication skills by revising work to improve quality	Demonstrate minimal progress toward developing the communication skills
<p>Critical Thinking Use original and flexible thinking to produce unique work that draws conclusions that are well supported, using information that is accurate, relevant, and of high quality</p>	Using higher order cognitive skills with a variety of techniques and resources to process information - reflecting on how to improve the solution to be more creative and efficient	Solving problems using creativity and critical thinking skills all of the time	Solving problems using creativity and critical thinking skills some of the time	Solve problems with limited creativity and critical thinking skills

21st Century Work Study Practices

<p>Collaboration Consider alternative ideas, assume varied roles, and employ a variety of problem-solving strategies in diverse groups to achieve common goals</p>	<p>Collaborating and effective interpersonal skills working towards the achievement of common goals</p>	<p>Contributing positively to the community, independently</p>	<p>Contributing positively to the community with minimal adult support</p>	<p>Contribute positively to the community with adult direction</p>
<p>Self Directed Learner Develop strategies for progressing toward goals while pursuing standards of excellence</p>	<p>Self Evaluating by identifying strengths and weaknesses, demonstrating receptivity to constructive criticism, and thinking independently to raise self awareness and gain a broader perspective</p>	<p>Working independently and meeting due dates all of the time</p>	<p>Working independently with some direction by adults and meeting due dates some of the time</p>	<p>Work with the direction of adults and/or needs prompting to know due dates</p>
<p>Responsibility Recognize personal responsibilities to contribute to local and global communities</p>	<p>Supporting school and community principles by exhibiting honesty and commitment</p>	<p>Using effective citizenship skills all of the time</p>	<p>Demonstrating an awareness of citizenship skills</p>	<p>Demonstrate minimal progress towards developing the citizenship skills</p>

Competency Education Definitions

Promoting an understanding of how competencies, standards, curriculum, instruction, assessment, and work study practices all work together.

Competency

The expected content, concepts, and skills to be mastered in a course (NH Department of Education, 2006)

A student's ability to transfer content and skills in/across content ideas (apply, synthesize, or evaluate - Webb's Depth of Knowledge). The K-12 district competencies are the IDEAS and CONCEPTS important to each discipline and content area. Students at Lin-Wood work toward understanding and demonstrating competency/proficiency based upon the expectations of their course and grade level. These competencies are unpacked and supported by standards that are created for each course and each grade level. The development of competencies within the district and specific subject areas have been guided by the following resources:

- New Hampshire State model competencies for English Language Arts, Mathematics, Art
- Next Generation Science Standards
- National Arts Standards: Fine and Performing Arts
- National Council of Social Studies C3 Framework
- National Standards for Physical Education, Health Technology, Business, Vocational and Technical Education, Family and Consumer Science

From the student perspective, the competency statement answers the question, "Why are you asking me to learn this?" Students will be told of their course competencies and teachers will continuously refer to them during instruction and assessment. Student will know what they need to know and be able to with their learning at the onset of instruction.

There are four essential components of a competency-based system:

1. **Content Standards:** As outlined by the New Hampshire Department of Education and the Common Core State Standards. These standards describe what a student should know, understand, and be able to do at a given grade level. These provide indicators for performance for a competency.
2. **Standards:** A road map that teachers use to ensure that instruction targets standards that in turn address competencies.
3. **Assessment:** A tool that teachers use to measure learning and the extent to which a student has met the standards and is demonstrating competency.
4. **Reporting:** A tool that allows a teacher to communicate accurately a student's progress towards meeting competencies throughout the school year; competency-based report card.

Standards

Standards are learning goals created for each competency assigned to a grade level subject or course based upon the common core state standards. They are specific to each grade level and course which

Competency Education Definitions

detail the progression of skills that students need to acquire to become competent. Each student is expected to work towards demonstrating proficiency in these standards by meeting performance indicators communicated in rubrics and assignments.

Topics of study and activities are often common among courses and grade level proficiencies.

Guiding questions of how students evolve into proficiency:

- Does proficient mean “all” the time, or 80-85% of the time?
- If a student is proficient 70-80% of the time, what does that mean?
- How is proficiency assessed?

As students progress toward full proficiency, teachers continue to provide multiple opportunities to re-check for understanding. No matter where a student falls academically, a teacher must continue to provide challenging learning opportunities to take the student to a deeper level of understanding. Whenever appropriate, acceleration strategies and techniques such as differentiation must occur to move a student to the next level.

Over the course of a reporting period, students should be provided with multiple opportunities to become proficient. Teachers will get a better understanding of a student’s proficiency level at the end of a grading period by taking a “snapshot” of student learning by looking at the student’s most recent assessment of the standards. During the course of the grading period assessments should be formative with summative assessments at the end of unit cycles when appropriate. This means that the teacher should be able to analyze student performance and provide the needed intervention during the grading period to move each student toward proficiency on the targeted standards and benchmarks. Standards are not a checklist.

Work Study Practices

Work study practices are developed and supported at each stage of the learning process in the district. These skills are incorporated into a unit of study and become an important component of the grade reporting system. They are separate from academic grades so that both academics and work practices are pure measures of student skills.

Work study practices are evaluated based upon a developmental continuum of learning. For instance, the ability to collaborate with others looks differently in Kindergarten than it does in tenth grade. The focus remains on the student’s ability to collaborate as a component of the learning experience defined by 21st Century Learning Expectations: Self Direction, Critical Thinking, Effective Communication, Collaboration, Caring and Responsible Citizenship.

Competency Education Definitions

Formative Assessments

Assessments FOR learning and can broadly be described as an indicator that captures a student's progress through the learning process.

It explains to what extent a student is learning a concept, skill, or knowledge set. In a sense, a formative assessment is "practice" and is, therefore, not heavily weighted in the grading system (10%). Examples include:

- Skill checks (quizzes for practice or reinforcement; classroom openers)
- First drafts of writing
- Teacher questions during instruction
- Worksheets
- Informal observations
- Pre-testing
- Homework
- Other class work not listed above
- Pre-assessment
- Definitions
- Depth of knowledge 1-2
- Practice, scaffold activities
- Skill knowledge assessment

Summative Assessments

An assessment OF learning and it is heavily weighted in the grading system (90%). A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course standard. Examples include:

- Written, oral, and performance tasks
- Tests
- Quizzes (beyond skill checks)
- Writing (term papers, essays, stories, final projects, etc.)
- Projects
- Presentations
- Problem-based inquiry learning tasks
- Other comprehensive/cumulative assignments not listed above
- Authentic-Real-world application
- Depth of knowledge
- Performance based
- Use rubrics

*Within each of those categories a teacher may assign as many or few points to each assignment as they see fit.

Competency Education Definitions

Reassessment

Students are encouraged to practice continuous improvement in their learning through reassessment. Students are able to reassess only if they have completed all of the formative assessments prior to the summative assessment in that unit. When complete the teacher will replace the grade in the gradebook.

Mandatory Assessments and Deadlines

Students are expected to complete major summative assignments in a timely manner. Students who refuse to complete an assignment in time will receive classroom and/or school-level disciplinary consequences. The grade for that assignment will be recorded as a zero. All formative assessments need to be complete in order to take a summative assessment. If work is not completed scores and overall course credit may be impacted and administration will be notified.

Term Grades

A student's final overall course grade is an average of the total number of quarters for a course. Narratives and work-study habits will be reported at the end of each quarter via the student information system (ALMA). Questions about grades may be directed to individual teachers. Quarter grades will continue to affect eligibility.

Advisory

The advisory program ensures that every student has the opportunity to feel known, heard, and understood by an adult in a non-academic setting. Through these meetings, meaningful connections are made with students and adults. The advisory program focuses on the school's core values.

Focus Learning Time

A time for students to engage various types of learning such as intervention, extensions, and enrichments.

Focused learning time is not optional; all students are expected to participate.

- **Intervention:** Small groups of students that work with the teacher on content support, remediation, or proactive support.
- **Extensions:** Whole class groups where the teacher extends the current curriculum beyond what is able to be completed during a class period.
- **Enrichment:** Above and beyond activities that go outside the curriculum to expand the experiences of our students.

Competency Education Definitions

A Guide to Grading

The Lincoln Woodstock Cooperative School District believes that the purpose of grading is to communicate student achievement to parents, students, and others. It provides information for students so they can self-evaluate and plan learning goals. Sometimes grades are used to select, identify, or group students for certain educational programs. Grades have been used to provide incentives for students to learn. Grades are also a way to document student performance to evaluate the effectiveness of an instructional method or program.

All grading decisions shall be made at the building level and the decision is final.

Receiving Course Credit

A student will receive credit for a course when they receive a passing overall course grade of 70% or higher. Course recovery will be available to students who fail in the 50-69% range. A course must be re-taken if a student fails with a grade of 49% or lower.

Credit Recovery

Will be assessed on an individual basis and opportunities will be provided for students to have support from teachers as needed.

Class Rank

Is based on a cumulative weighted grade point average, using the scales on the following page, where classes receive the weight by course level (College and Career Prep, Honors, Advanced Placement, and Dual Enrollment). Class rank is computed for each grade at the end of an academic year.

Grade Point Average (GPA)

Is reported on the transcript as weighted, cumulative calculation using the scales below. Weighted means that courses deemed more rigorous than standard Career and College Prep (CCP) – such as Dual Enrollment (DE), Advanced Placement (AP), and Running Start (RS) – are weighted at a higher GPA value. This value reflects and rewards the most challenging course of studies Lin-Wood offers.

Online Grades, Report Cards, and Transcripts

Students are to be assessed on the content standards in a variety of ways (verbal, written, standardized, hands-on, activity-based, etc.) and have multiple opportunities to demonstrate their level of mastery. This total assessment allows for a more holistic picture that will reflect what the student has done at home to prepare, what the student has demonstrated in class, and that the student can explain and then apply their learning.

Competency Education Definitions

Grades can be viewed in real-time online. The School Counselor's office will issue unique logins and passwords for both students and parents to the online viewer. For each course, the report card will list competency grades, work-study grades, and overall course grades. Periodically, Guidance will print transcript reports for students.

Honor Roll - Will be calculated at the end of each term.

Highest Honors = All A's

Honors = B's and Higher

Grading Scale Transition			
Traditional		GPA	
		Unweighted	Weighted
Percent	Letter Grade	College and Career Prep (CCP)	Dual Enrollment (DE) Advanced Placement (AP) Running Start (RS)
90 - 100	A+	4.00	5.00
	A	4.00	5.00
	A-	3.67	4.67
80 - 89	B+	3.33	4.33
	B	3.00	4.00
	B-	2.67	3.67
70 - 79	C+	2.33	3.33
	C	2.00	3.00
	C-	1.67	2.67
0 - 69	F	0.00	0.00

Graduation Requirements

Progress Towards Graduation

Students who meet or exceed the credits listed below by the completion of the school year are making satisfactory progress toward graduation.

All high school students must pass 6 credits per year in order to be promoted to the next grade.

Students need a minimum of 18 credits to be classified as seniors; each student needs 24 credits to graduate with a Lin-Wood diploma.

Graduation Requirements

Seniors who have completed departmental requirements as well as 40 hours of approved community service and who have earned the appropriate number of credits for graduation are allowed to participate in commencement exercises.

All students who attend Lin-Wood Public School will be given equal opportunity and are expected to meet the graduation requirements to receive a Lin-Wood Diploma.

Lin-Wood Diploma

A Lin-Wood Diploma will be issued to students who successfully complete required credits and meet the specific course requirements as delineated below and outlined in the LWPS Program of Studies.

Meeting such requirements may include individually determined modifications to instructional and assessment methods.

Lin-Wood Diploma with Honors

A Lin-Wood Diploma with honors will be issued to students who meet the above criteria and are in the top 15 percent of the graduating class as determined by the weighted grade point average (GPA).

New Hampshire State Diploma

A New Hampshire Standard Diploma is available only to those students who are unable to fulfill the requirements for a Lin-Wood Diploma even with reasonable accommodations, modifications and supports and/or for other identified personal reasons. A student's eligibility to pursue this option will be determined by the school Principal in conjunction with the student, parent(s)/guardian(s), and school counselor. A Standard Diploma will be issued when the student has successfully met the New Hampshire state graduation requirements.

The Diploma option will be recorded in the student's cumulative file and noted on their final transcript as well as on the student's diploma.

Graduation Requirements

Lin-Wood Diploma

4 English credits

4 Math credits

- 1 Integrated Math I

- 1 Integrated Math II

- 1 Integrated Math III

- 1 Math Elective (Quantitative Reasoning, AP Statistics, or AP Calculus, etc.)

3 Science credits

- 2 Physical Science (Chemistry, Physics, Earth/Space Science, Geology, or Astronomy)

- 1 Life Science (General Life Science or Biology)

3.5 Social Studies credits

- 1 US & NH History

- 1 US & NH Government/Civics

- 1 World History, Global Studies, or Geography

- ½ Economics, including Personal Finance

1.5 Physical Education credit

1 Visual & Performing Arts Education credit (Art, Band, Chorus, or Digital)

.5 Health Education credit

.5 Information & Communication Technologies credit

6 Elective credits

24 Total Required credits plus 40 Hours of Community Service

New Hampshire State Diploma

A New Hampshire Standard Diploma may be issued to students who have:
Acquired 20 credits which include the following:

Arts	.5 credit
Information and Communications Technologies	.5 credit
English	4 credits
Mathematics (including algebra credit that can be earned through a sequential, integrated, or applied program)	3 credits
Physical Sciences	1 credit
Biological Sciences	1 credit
US and NH History	1 credit
US and NH Government/Civics	.5 credit
Economics, including	.5 credit

Graduation Requirements

Personal Finance	
World History, Global Studies, or Geography	.5 credit
Health Education	.5 credit
Physical Education	1 credit
Open Electives	6 credits
Total	20 credits

Students will receive 1/4 credit for Drivers' Education taken either at Lin-Wood or off-campus. To obtain credit for an off-campus course, the student is responsible for notifying the office with the appropriate validation of the course.

Transfer students: While perfect meshes of a transfer student's records with the requirements of Lin-Wood are impossible, adjustments to those requirements may be made through consultation with the administration, the guidance office and the Superintendent.

Grading

1. Only numerical grades are assigned in grades 6-12 in major subject areas on report cards and interims. All students in 6-12 will receive both interim and quarterly report cards. Each student will receive 8 written reports during the school year. In the high school, yearly grade averages and class ranks will be computed and honor rolls will be kept.
2. Honor Roll will be calculated by term.
3. High school students MUST achieve a minimum grade of 50 as a final average in order to be eligible for an approved Summer School Program.
4. Students in grades K-5 are issued quarterly Progress Reports. Parents/Guardians of these students should meet with classroom teachers on a regular basis to keep abreast of a student's status.

Schedule Changes (Add or Drop)

All level changes MUST originate with the teacher of the section in which the student is currently enrolled. Any schedule change, after schedules are mailed out in the summer, must be accompanied by a parental note giving permission for the change. No student may make a change until the parental note has been presented to the guidance counselor.

All schedule changes will end on the 10th day of the first and second semester.

Code of Conduct

School Wide Expectation

Code of Conduct

The school is a community for learning. Students are expected to practice the four school-wide expectations – Be Prepared, Be Respectful, Be Responsible, and Be Safe. Activities and behaviors that endanger others or that detract from the learning process will not be accepted.

The following are defined problem behaviors. Appropriate consequences will be given to students who demonstrate these and any other behaviors that endanger others or detract from the learning process.

Problem Behavior (Abbreviation)	Definition
Abusive language/ Inappropriate language/Profanity (Inapp. lang.)	Verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol.
Arson *	Student plans and/or participates in malicious burning of property.
Bomb threat/False alarm (Bomb) *	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles (Combust.)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/ Disrespect/Lying Insubordination/ Non-compliance (Disrespect)	Refusal to follow directions, talking back and/or socially rude interactions.
Disruption (Disrupt.)	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. Includes all school functions
Dress code violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Failure to demonstrate academic integrity	See Academic Integrity Standards on following pages.

Code of Conduct

Fighting/Physical aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) Includes rough play.
Forgery/Theft (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment/Tease/Taunt	Student delivers disrespectful messages (verbal, gestural or electronic) to another person that include threats and intimidation; obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Property Damage	Student deliberately impairs the usefulness of property. Includes books, uniforms and such.
Skip class/Truancy (Skip)	Student leaves class/school without permission or stays out of class/school without permission. Also includes assigned after-school activities – including detention.
Tardy	Student is late to class or the start up of the school day.
Tobacco/e-cigarettes/Vaping devices	Student is in possession of or is using tobacco, e-cigarettes, or vaping. (See NH RSA 126-K:7)
Vandalism/Property damage (Vandal)	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons*	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

* Ten day suspension and a recommendation for Expulsion.

NH RSA 126-K:7 Use of Tobacco Products, E-cigarettes, or Liquid Nicotine on Public Educational Facility Grounds Prohibited.

- I. No Person shall use any tobacco product, e-cigarette, or liquid nicotine in any public educational facility or on the grounds of any public educational facility.
- II. Any Person who violates this section shall be guilty of a violation and notwithstanding RSA 651:2, shall be punished by a fine not to exceed \$100 for each offense.

Code of Conduct

Academic Integrity

Please see policy IKL.

As an academic institution, Lin-Wood Public School places the highest priority on academic integrity. Faculty and students value and celebrate the importance of attendance, original and independent thought, and ethical academic practices of honesty, attribution of sources, and responsibility for one's own work. These beliefs and values are the framework of Lin-Wood's learning community. As a learning community, all members (students, teachers, administrators, and parents) share in the responsibility of knowing and upholding the standards of academic integrity.

Academic Integrity Standards

- Standard 1 - The community affirms that students' academic performance is the direct result of their individual effort, teacher-sanctioned group collaboration, or any other assigned work in which students can identify their original contribution and effort.
- Standard 2 - Students will use appropriate attribution and citation for all work that is not of their own origination.
- Standard 3 - Teachers will publish and discuss testing protocols for their classes at the beginning of the school year.
- Standard 4 - Students will submit essays, reports or assignments that are original; and that have not been submitted previously.
- Standard 5 - Teachers will return corrected or reviewed essays, reports, or assignments in a timely manner.
- **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
 - **Improper Use of AI Tools:** Improper use of artificial intelligence ("AI") tools (e.g., ChatGPT, Google Bard, Harvey.AI, etc.) is use which is inconsistent with the purpose, spirit, or specific instructions for assigned school work or homework. Students may only use AI tools in accordance with the teacher's specific instructions or pre-existing class, school or District guidelines. When use is permitted, students must state their use of the AI tools and, where applicable, find a legitimate, independent source to cite information. Teachers will provide general instructions related to the acceptable use of AI tools, but students are expected to obtain clarification from the teacher if they are uncertain of whether and how AI tools may be used on any given assignment.
 - **Plagiarism:** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work

Code of Conduct

of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.

- **Academic Misrepresentation:** Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.
- **Academic Collusion:** Academic collusion is the sharing of tests or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
- **Dishonesty in Papers or Other Academic Work:** Dishonesty in papers or other academic work occurs when one submits work prepared by a writing service, an AI tool, or any other person. All work submitted for a course must be the student's own original work unless the sources are cited, or are otherwise in compliance with the teacher's instructions, or school or District guidelines.
- **Self-Plagiarism (Work Done for One Course and Submitted in Another):** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
- **Unfair academic advantage:** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
- **Facilitating academic dishonesty:** Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
- **Falsifying Academic Records:** The act of changing, deleting, submitting and/or any other alteration of grades, progress reports, report cards and transcripts without approval by a teacher or designated staff.
- **Other Academic Dishonesty:** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smartphones, etc.); or feigning illness or personal

Code of Conduct/General Rules

circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

Code of Conduct – Classroom Disruption to Learning K-12

The primary goal of the Lincoln-Woodstock School District is the education of the community's students. Therefore, any disruption to the educational environment which distracts students from learning or teachers from instructing is not acceptable. In order to ensure the best possible learning environment, students who cause disruptions to the classroom environment will be addressed using the process as outlined below:

1st Step – Teacher will meet briefly with the student to inform them of the specific behavior which caused the disruption of the class and will ask for the student's cooperation in keeping the classroom focused on teaching and learning and discuss strategies that will enable behavioral success.

2nd Step – Teacher will have a more detailed discussion with the student as to why they are disrupting the class and specify detailed directions about the expected classroom behavior. Teacher will address behavioral strategies to support classroom behavior with the student. Teacher will contact parents to ask for assistance in helping their child understand positive behavior.

3rd Step – Teacher will inform the student that they have reached the Third Step of the Classroom Conduct Code and parents will be contacted. A parent/teacher conference will be scheduled to discuss a more in-depth review of positive behavior interventions and a behavioral plan to support the student will be developed.

Administrative Procedures

- a. Parents/Guardians are notified when student disciplinary actions are required.
- b. Out-of-school suspensions are based on the severity of the infraction. Administration will contact parents/guardians at that time.
- c. A suspended student will not be allowed on school grounds to attend school-related functions after school hours until the suspension is completed.
- d. After an accumulation of 10 school days (for any offenses), the Principal or Assistant Principal alerts the Superintendent of the possibility of an eventual recommendation for extension of suspension.
- e. The Board is the only determiner of expulsion, upon recommendation from the Superintendent.

General Rules, Regulations and Notices

Arrival and Departure

Students should not arrive before **7:25 AM**. The bell rings at **7:45 AM**. After arrival at school in the morning, a student may not leave school grounds without permission.

Junior and Senior class members may leave school grounds during lunch upon the receipt of a fully signed Junior and Senior Class Lunch Release. Daily lunch sign-out/sign-in is also required.

General Rules, Regulations and Notices

Attendance, Absences and Excuse Notes

Please see policy JH.

Parents/Guardians are to notify the school by telephone by 9:00 AM on the day of their child's absence to assure the safety of their child. School officials reserve the right to contact parents/guardians after 9:00 AM if they have not been in contact with the school. An excuse note must still be provided to be placed in the child's attendance files.

A comprehensive system of attendance records will be maintained for each student. This is used to determine the student's formal attendance for the purpose of the N.H. State Register.



Any student **coming in after 9:30 AM** or **leaving before 9:30 AM** will be considered absent for the morning for schoolwide attendance. Any student **leaving before 12:50 PM** or **arriving after 12:50 PM** will be considered absent for the afternoon for schoolwide attendance for the purpose of the NH State registers.

Notes for approved tardies and absences must meet the following criteria. All notes are kept on file in the student's attendance file. (See sample note below.)

- Tardies to School: Note must be submitted on the day of the tardy stating the reason for the tardy.
- Absences from School: Note must be submitted on the day of return.
- After attending a dental or medical appointment, please provide a note from the medical office.
- Notes simply stating “ *___ was absent or late on ___.* ” are not sufficient to constitute an excused absence or tardy. Please refer to Board policy JH for reasons considered for excused absence.

SAMPLE NOTE:

_____ was absent/tardy on _____ due to/because _____.
(Student's full name) (Date) (Reason)

(Parent/Guardian Signature)

NOTE

A student who is absent during the day (due to illness, etc.) may not attend an after-school function as a participant or observer on school grounds unless given administrative approval. The pupil must be in school by 8:30 AM on the day of a scheduled event. (A doctor's note is requested for Doctor's appointments.)

General Rules, Regulations and Notices

Excessive Absences and Tardies

K-12 students cannot exceed **TWELVE (12) DAYS OF ABSENCES** in a school year. Promotion to the next grade may be affected by excessive absences. Attendance totals are listed on the student's report card. When a student in grades 9-12 has reached 8 days absence in a class, parents will be notified.

STUDENTS WHO ARE TARDY IN EXCESS OF 15 minutes for a class WILL BE CONSIDERED ABSENT FROM THE CLASS.

Absences: ALL absences count toward the TWELVE (12) DAY LIMIT with the exception of school sponsored activities.

- Middle/High School students who exceed a total of 3 absences per quarter may be required to attend the after school program during the first week of the new marking period.
- Middle/High School students who exceed 12 absences for the year may be required to attend summer school to make up time.
- School-wide attendance will be taken daily at 7:45 AM and at 11:15 AM (11:45 AM in the Elementary school).
- Any student coming in after 9:30 AM or leaving before 9:30 AM will be considered absent for the morning for school-wide attendance.
- Any student leaving before 12:50 PM or arriving after 12:50 PM will be considered absent for the afternoon for school-wide attendance.

Tardy: Accumulations of three (3) tardies to school or to a specific class are treated as the equivalent of an absence that will count toward the twelve (12) day limit for credit in year-long courses.

SAU #68 Truancy Process:

Chronic absenteeism is one of the greatest disruptions to instruction and plays a large role in the academic and social growth of students during their time in school. Being absent and/or tardy from school on a regular basis significantly impacts the amount of time a student has to learn and work on skills that will serve as building blocks in future grades. Under NH RSA 193:1 - All students of at least 6 years of age and under 18 are required to be enrolled in school.

SAU 68 – Truancy Checklist

Student Name: _____ DOB: _____

All information collected will be maintained in student's cumulative file.

3 Full day (unexcused) absences Date: _____

- Begin Student Truancy File
- Biographical information and attendance records collected.
- Parent letter sent - with school attendance policy attached.

General Rules, Regulations and Notices

6 Full day (unexcused) absences Date: _____

- Parent letter sent - with copy of attendance record.
- Parent meeting with Truancy Support Team
- Plan formulated with parent for future consistent attendance.
- School request local PD visit to home at 6th unexcused absence.
- *FOR MHS: CADY referral - Provide grades & attendance to CADY.*
- *FOR MHS: Consult with Juvenile Probation & Parole (JPPO)*

10 Full day (unexcused) absences Date: _____

- Parent letter sent - Certified with copy of attendance.
- School request local PD visit to home at 10th unexcused absence.
- School District Administrator will contact parent.
- *FOR MHS: Consult with JPPO and consider CHINS referral.*
- Contact DCYF for CHINS petition or to report suspected educational neglect.

FOR MHS: 12 Full day (unexcused) absences DATE: _____

- *Consider Summer School*
- *Consider Credit Forfeiture*

*Habitual excused absences (such as in cases of reported illness) can also have a detrimental impact on student academic functioning and therefore the attendance policy states that it is at the Principal's discretion to require additional documentation in support of absences such as doctor's notes. Intervention for habitual excused absences may also mirror or follow the CHINS Truancy Checklist

Other actions taken and additional information:

- Additional Parent Meeting _____
- IEP Meeting _____
- 504 Meeting _____
- Refused _____
- Diversion Completed _____
- Phone Log _____

Agency Contact Information:

Lincoln Police Department 603-745-2238

Woodstock Police Department 603-745-8700

Date(s) of requested PD home visits: _____

CADY Restorative Justice 603-536-9793

Date referral placed: _____

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DCYF Intake 1-800-894-5533

Date of intake call: _____

Further Documentation Requested: _____

Name of Assigned Case Worker (if applicable): _____

Make-Up Work Not Related to Parent Release Form Absences:

Students are responsible for making up work that is missed during any absence. A student will be given one (1) school day for each day absent to make up newly assigned school work unless a waiver is granted in a teacher-student conference. Parents should be aware that it is required that school work be made up within the guidelines outlined in the student handbook.

When a student will be out of school for an extra-curricular activity, he/she is still responsible for assignments due that day and the following day.

The form below is available from the main office and should be returned to the main office.

PARENT RELEASE FORM FOR DISMISSAL OF STUDENT (3 OR MORE DAYS)	
It is my intention to withdraw _____ from	
(Child)	
school on _____	until _____ for the purpose
(Date)	(Returning date)
of _____.	
(Reason)	
I realize by withdrawing my child from school, his/her educational progress will be affected and a loss of credit may occur. Teachers should be notified a week before a student's planned absence.	
_____ Signature of Parent/Guardian	

Announcements

Daily announcements are sent by email and are available on the Google drive.

Assignment of Students to Class or Grade

Under School Board policy, class and grade assignment is the responsibility of the Superintendent and his/her designees as educational needs warrant.

Parent/Guardian input is considered and encouraged and must be done prior to May 1st.



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The teacher whom the student has been assigned to for the next school year will be written on the fourth quarter report card.

Breakfast/Hot Lunch

Breakfast/Lunch services begin the first day of school. Credit will not be extended to any student. (Please contact the Main Office if other arrangements need to be made.) A la carte food items, or incomplete, non-reimbursable meals, additional milk, etc. will not be allowed to be purchased if a student has a negative food service account balance. Please see policy EF-R.

Free or Reduced Meals: A student may be eligible for free or reduced meals. The free and reduced meal forms are sent out with student letters in August or they can be picked up at the front office. Families should take advantage of this program if eligible. A parent or guardian must fill one of these forms out every year in order to be eligible (**regardless of what directions the State provides.**) **Please mail them or deliver them yourself** to the attention of the MHS School Counselor's Office. Do not send them in with the children. (**Free & Reduced DO NOT RECEIVE FREE & REDUCED SNACK MILK.**)

Care of School Property

Proper care of school property helps keep maintenance costs (and hence local property taxes) down. School equipment (furniture, lockers, books) is for the student's USE, not abuse. A student is not to mark school furniture, walls, or equipment with a pen, pencil, or any other instrument. Because considerable care and much expense have gone into the beautification of school grounds, each student is expected to use the sidewalks on school grounds. Anyone who destroys or damages school property will be required to pay for the loss or damage and may be suspended or expelled from school. Report cards, transcripts and/or diploma will be withheld by the school until all financial accounts are settled in full.

Change of Address/Phone Number and Email Addresses

Students and parents/guardians of K-12 students are reminded that they **MUST** notify the Middle/High School office of any changes in resident address (INCLUDES a move from Lincoln to Woodstock or vice-versa as we must report it to the state for town of fiscal responsibility – State Funding). We also encourage you to contact us with any change in mailing address, phone numbers, email address, emergency contact people, name changes, etc. as soon as they occur.

Computers

Students may only use nondefective USB drives in school systems. Students are not to use other external media sources.

Students are not allowed to have drinks or food while working on or around the computers. Failure to comply will result in disciplinary

General Rules, Regulations and Notices

action. The computers at Lin-Wood are not for personal use. They are only available for educational research and reports. Personalizing and installing programs other than what is installed by the district is forbidden. Playing games that are not educational or any online games not approved by the technology coordinator are not allowed.

Access to computers can be revoked by the administration or technology coordinator at any time if there is evidence of inappropriate usage. Students/parents are financially responsible for damage or misuse of computers at school or laptops that are taken home. (See *Policy JICL-R*)

Dismissal for Illness

If a student is ill, they **must** see the school nurse before being dismissed. Please refer to policy JLCG.

Emergency Closing of School and/or Delayed Openings

During inclement weather or other emergencies that threaten the health or safety of students or personnel, there may be a delayed opening, early dismissal, or cancellation of the entire school day. An announcement shall be broadcast on WMUR. Parents/Guardians will be notified by a school-wide announcement via All Call. (*Hence, **the importance of your contact numbers being up-to-date** in our computer system.*) In the case of a two-hour delay bus transportation will run two hours later than usual.

Field Trips

Transportation to all out-of-town school-sponsored events will be arranged by the school district. Parental permission forms must be completed for all events. Any student who is uncooperative in school may be denied participation in trips or be required to have direct parental supervision. Field trips, like class trips, are school-sponsored activities; therefore, rules that apply at school apply on the trips, except where specifically waived.

Foreign Exchange Students

This school is authorized under Federal Law to enroll nonimmigrant alien students.

Gym, Multipurpose Room, and Stage Use

During the year a number of school organizations (such as Student Council for dances) use the gym, multipurpose room, and stage. Each organization is responsible for asking permission to use these facilities, and then each must return both or either to the condition in which it was found.



Homework

Middle School Homework

Students typically receive homework three to five nights a week in each

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subject. Homework should follow the general rule of 10 minutes per grade level (i.e. Grade 6 x 10 minutes = 60 minutes). In addition, students are expected to read independently 15 minutes per night. Assignments must be submitted on their due dates.

High School Homework

In the high school, homework is given for a variety of reasons. Homework is designed to create reflective exercises, to complement class activities, to promote student responsibility, and to assess student understanding. The grading of homework may differ from one high school teacher to another. It is the student's responsibility to be aware of each of their teachers' assessment policies. The amount of homework assigned each day depends on the topic being covered, student ability level, and grade level. Homework should follow the general rule of 10-15 minutes per grade level (i.e., Grade 10 x 10 minutes = 100 minutes; Grade 10 x 15 minutes = 150 minutes). The amount of work to be taken home frequently can be reduced by wise use of class and study time. While not doing homework may not automatically fail students, it will have a direct impact on their overall performance. Good study habits are essential.

Immunizations/Physical Exam

New Hampshire state law requires all children to have a physical examination before entering school. Any information made available regarding allergies, physical disabilities, or other health concerns, would become part of the child's health record.

New Hampshire State Law, RSA 141-C:20 requires all students in New Hampshire to be immunized against chicken pox, Tdap (diphtheria, pertussis, and tetanus), hepatitis B, MMR (measles, mumps, and rubella) and polio before enrollment in school. Prior to entrance into grade seven, students are required to receive a booster vaccination for Tdap.

Lockers

Lin-Wood Public School and the student maintain joint control over the locker assigned to him/her. The student is responsible to see that his/her locker is locked and in order at all times. A student is to use only his/her assigned locker. A locker cannot be changed without permission. A student should not tamper with another's locker or give his/her combination to another. Money and valuables should **NEVER** be stored in a locker; the school is **NOT** responsible for lost or stolen articles. In the event of reasonable suspicion of a violation, school officials have the right to inspect student lockers. Students have no "Expectation of Privacy" in regard to lockers and desks. It is recommended that each student use



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a combination lock issued by the office (\$5.00) for the school year. This lock may be returned to the office at the completion of school for a \$5.00 refund. (Each student's lock number and combination will be recorded.)

Lost and Found

The "Lost and Found" area is located in the multi-purpose room. Students and parents/guardians are encouraged to check this area for missing items on a regular basis. Remaining items will be donated to charity every school vacation week and at the close of school.

Moving/Leaving/Transferring from Lin-Wood Public School

Students must have the following completed before transferring:

- Student Transfer Form (located in the Main office)
- Students must return all books, electronics, and school supplies to the appropriate teacher.

Parent/Teacher Conferences

Teachers are available for parent/guardian conferences during the school year by appointment. Parents/Guardians are encouraged to take advantage of this opportunity to discuss their child's progress.



Parent Volunteers

We welcome volunteers to our school. If anyone is interested, please stop by the SAU office and fill out all necessary paperwork including a Criminal Records Check. Criminal Records Check must be completed at least one month prior to planned volunteer activity. (See *Policy IJOC-R, also ABA*)

Pledge of Allegiance

HB 1446 establishes the New Hampshire School Patriot Act, which requires that school districts authorize a period of time during the school day for the recitation of the Pledge of Allegiance. Student participation in the recitation of the Pledge of Allegiance shall be voluntary.

Records

Students and their parents/guardians have access to their individual student records. Review of student records takes place by appointment with the school counselor's office. For additional details regarding the rights of students and their families with regard to "Student Records." (See Policy JRA)

Retention

Whenever possible, parents/guardians of students in grades K-5 will be notified of retention by April 1st of each year. Parents/Guardians of students in grades 6-12 will receive a letter after the third marking period if there is a possibility of retention. If an 8th grade student fails

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two or more classes, the student will not be eligible to participate in Continuation. For 8th Grade Continuation – two specials will equal one year-long class. Students in grades 6-8 who have failed classes and are assigned to the next grade must successfully complete Summer School. It is Board Policy that the professional staff will make the determination about retention and promotion.

School Nurse Screenings etc.

Screenings are completed according to the NH Department of Education recommendations with parental/guardian approval. These include vision, hearing, height/weight, body mass index (BMI), dental or oral exam, general health assessment, and history information.

A registered dental hygienist will be offering a free dental screening and fluoride varnish to all students in K-12. Dental cleanings and sealants are provided for eligible students with permission from parents. See permission form in first-day packet.

If you wish that your child be exempt from any screenings please notify the school nurse.

Service Projects

An expanding component of Lin-Wood education is in students providing a service for others. High School students provide tutoring and academic demonstrations for students in K-12. As opportunities for service arise, Lin-Wood students respond.

Sign In and Out

Students (or parents/guardians of elementary students) in any grade must sign out in the office any time they leave school other than designated dismissal times. If students arrive at other than designated arrival times, students must sign in immediately upon their arrival to school.

Skateboards and the Like

For safety purposes students' bicycles, skateboards, rollerblades, scooters, and the like must be walked in school parking lots and crosswalks. Bicycles, skateboards, etc. may not be used during the school day.

Telephone Calls and Use of

Emergency calls from outside to particular students in grades K-12 will be directly relayed to them. Students may be granted permission to use their cell phone in the office or the office landline phone.

Textbooks and Materials

When textbooks and non-consumable materials are issued at any time during the school year, their condition will be noted by the teacher. If an item is lost or if it is returned in unacceptable condition, the student will be required to pay for the damage to it.



General Rules/Services

Visitors/Parents/Guardians

All visitors/parents/guardians to either school building must report to its main office and sign-in to maintain a safe, secure school. Students will not be allowed to bring visitors to school during the regular school day. Staff members are encouraged to notify the main office when a visit from a parent/guardian is scheduled.

Services

School Counselor Services

Lin-Wood Public School has two full-time school counselors. Together they implement a comprehensive curriculum which focuses on assisting students with personal, social, career, and educational development.

Library/Media Services

The Lin-Wood Public School has two libraries, a K-5 library and a 6-12 library. Both libraries are alternately staffed by a Library Media Specialist and a library assistant. The libraries offer books, magazines, and audio-visual materials for students, staff, and parent use. In addition, the libraries have online subscriptions to several information databases providing access to hundreds of magazines, reference materials, and newspapers that can be accessed from school or home. Computers are available for student use in both libraries and laptop computers are available for students to borrow for overnight use.

Student Services

Special Education

The Lincoln-Woodstock Cooperative School District supports students with disabilities in our school community from ages 3-22 years. The District ensures, under state and federal laws, that students with educational disabilities receive a “free appropriate public education” meaning they have access to specialized instruction, appropriate accommodations/modifications, related services, and are educated within the least restrictive environment with peers who do not have disabilities as outlined within an Individualized Education Program (IEP).

Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

Section 504 prohibits discrimination against students with disabilities that impact a major life activity. Under this Act, the Lincoln-Woodstock Cooperative School District has the responsibility to identify, evaluate, and if determined eligible under Section 504, provide access to a free appropriate public education. This includes the right to be educated with non-disabled peers to the maximum extent appropriate. It also includes the right to any accommodation and/or related aids or services necessary for students with disabilities to benefit from their educational program.

Services/Programs and Organizations

National Honor Society Selection Criteria

Osceola Chapter: Lin-Wood Public School

1. A National Honor Society member who transfers from another school and who brings a letter from the former principal or chapter advisor to the Osceola Chapter advisor is accepted automatically as a member. Transfer students must meet Osceola chapter's standards within two quarters in order to retain membership.
2. National Honor Society selection occurs after January of each academic year.
3. National Honor Society selection is determined by a faculty council. The council consists of five voting faculty members appointed annually by the principal. The chapter advisor is an ex-officio non-voting sixth member of the faculty council.
4. To be eligible for membership the candidate must be a member of the junior or senior class.
5. To be eligible for membership the candidate must have been a student at Lin-Wood for at least one half of a school year.
6. To be eligible for membership the candidate must have a grade point average of 3.50. Scholastic eligibility is determined by the guidance counselor.
7. Students who are scholastically eligible will be notified by the chapter advisor and told that for further consideration for selection to the Osceola Chapter they must complete the Student Activity Information Form. Each of the areas of the form should include at least one entry.
8. Students who are scholastically eligible must be outstanding in the areas of character, leadership and service. The Faculty Council will consider the following items during their discussions. (Please note: This list is for consideration purposes only and will not be used as a checklist.)

Leadership

Leadership is highly important for membership selections. The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideas and spirit
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility

Programs and Organizations

- Conducts business effectively and efficiently
- Demonstrates reliability and dependability
- Is a leader in the classroom, at work, or in other school or community activities
- Is dependable in any responsibility accepted

Service

The student who serves:

- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the class or school in inter-class and interscholastic competition
- Does committee and staff work without complaint
- Participates in some activity outside of school (e.g. Girl Scouts, Boy Scouts, religious groups, volunteer services for the elderly, poor or disadvantaged)
- Mentors persons in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students

Character

The National Honor Society supports and recommends the use of a multifaceted definition of character known as the Six Pillars of Character.

A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring and citizenship.

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (e.g. cheerfulness, friendliness, poise, stability)
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern and respect for others
- Observes instructions and rules, is punctual and faithful both inside and outside of the classroom
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing an unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment
- Faculty members who teach students in grades 9-12 are given a faculty memorandum regarding National Honor Society Selection. The memorandum lists academically eligible candidates as well as character, leadership, and service criteria necessary for selection.

Programs and Organizations

Faculty members are invited to make comments on the overall eligibility of the various candidates on the Faculty Comment sheet.

- The Student Activity Information Form and the Faculty Comment sheets are reviewed by the Faculty Council. The Faculty Council discusses the eligibility of each candidate based on the leadership, service, and character criteria. Candidates receiving a majority vote of the Faculty Council will be inducted into the Osceola Chapter.
- Candidates will be notified in writing by chapter advisor as to whether or not they are selected for the National Honor Society.
- Candidates become members when they take the oath.
- A student who resigns or is dismissed from the National Honor Society will never again be eligible for membership or its benefits.
- Honorary membership may be granted by the Faculty Council to adults who have extended outstanding service to Lin-Wood in keeping with the purposes of the National Honor Society.
- The Faculty Council may also honor an outstanding student who has a handicap which prevents the student from fully meeting the requirements for membership.
- Other students are not eligible for honorary membership, with the exception of foreign exchange students who are unable to meet the requirements in full, but who, in the opinion of the Faculty Council, deserve the honor.
- Candidates who are not selected but who remain academically eligible may have the opportunity to complete a Student Activity Information Form at the next selection period.
- The principal may ask the Faculty Council to reconvene if he/she believes that some kind of technical or procedural mistake has been made.

Student Council

This is the essential student organization that was established “to create a greater sense of responsibility and cooperation among students, to unify all student organizations under our governing body, to be a channel of communication between the students and administration, and to promote the general welfare of the school.” Through the Student Council students have formal access to the administration to promote student and school welfare.

High School Student Council Dances

1. Only students in grades 9-12 will be admitted to the dance. Any guests (only one per Lin-Wood student) must also be students, grades 9-12, at other schools, or members of last year’s graduating class (from Lin-Wood only). These guests must register in the office by 2:30 p.m. on the day of the dance. Juniors and seniors may bring as a guest any one person who is a non-student with 48 hours

Programs and Organizations/Extracurricular

advance request from the administration. Permission is given at the administration's discretion.

2. If a student comes to the dance having consumed any alcoholic beverages or drugs, the police will be contacted to ensure a pupil's safe transport home, and at the same time his/her parent/guardian will be contacted. A strong aroma of alcohol or drugs on a person will be reason enough to contact the police and the parent/guardian.
3. Students must remain inside the building until they are ready to leave the school grounds. They may not go outside of the building and then come back into the dance. When a student leaves the dance, he/she must also leave the school grounds.
4. All school rules are in effect during all dances.
5. At each dance, the time for door-closing will be one hour after opening and no one will be allowed to enter after that designated time, unless prior approval has been obtained from an administrator.

Extracurricular

Student Eligibility

Students in grades 6 through 8 may remain eligible for extracurricular activities with one failing grade with the exception of those 7th and 8th graders who play varsity or junior varsity sports must meet the eligibility requirements of students in grades 9-12 (see below).

New Hampshire Interscholastic Athletic Association (NHIAA) Academic Eligibility Requirements

The primary purpose of high school is to academically prepare students for productive contributions in their future lives. Interscholastic activity programs are an extension of the classroom, and academic standards help ensure the balance between participation in the activity and appropriate academic performance. In addition, interscholastic activity programs assist in the educational development of all participants. Academic standards also promote the objective of graduation from the institution and that student participants are truly representing their academic institution. Overall, academic standards promote educational standards, underscore the educational values of participating in activities, encourage appropriate academic performance and allow the use of interscholastic participation as a motivator for classroom performance.

NHIAA Scholastic Standing

No pupil who has failed to pass four (4) units of work during the school's previous grading period shall represent the school in any interscholastic contest. A minimum of four (4) units of work per grading period is required for participation in interscholastic athletics. Schools utilizing alternative scheduling formats like block scheduling or trimesters should

calculate and equate their system to meet the intent of passing four (4) units of work in a traditional format (i.e. in a 4 x 4 block program the student would need to pass a minimum of two (2) subjects to meet the standard). Recognizing that schools are increasingly moving away from the Carnegie Unit/seat time hours for instruction and grading, it is expected that the school principal will follow the intent of the By-Law when certifying academic eligibility for student-athletes. For example, a student could meet this requirement through a virtual school, off-site real-world learning, online classes, etc. as long as the school officially recognizes and certifies the activities to be academically legitimate and part of the school's educational program.

NHIAA Eligibility Definitions:

1. Grading Period: Not less than six (6) weeks.
2. Previous Grading Period: Indicates the last prior grading quarter of the school year (not semester grades).
3. Passing Grade: As determined by the NHIAA individual member high schools.
4. Academic Make Ups: A student may regain eligibility by making up academic deficiencies, failures, or incompletes of the regular school year through academic/credit recovery programs completed prior to the first date to play in a sport.
5. Incompletes: Incompletes are not to be considered passing grades for purposes of eligibility.
6. Special Education/504: Students receiving specialized instruction or accommodations based upon IDEA or Section 504 may be declared academically eligible by their principal provided that all other eligibility requirements are met.

NHIAA Code of Ethics for Spectators

1. Exemplify the highest moral character, behavior, and leadership so as to be a worthy example.
2. Maintain and exhibit poise, self-discipline, and restraint during and after the contest.
3. Conduct oneself in such a manner that attention is not drawn to an individual but to the participants playing the game.
4. Regulate one's actions at all times so that the individual will be a credit to the team supported, knowing that the school gets the praise or blame for the individual's conduct since he/she represents his/her school the same as does the athlete.
5. Support all reasonable moves to improve good sportsmanship.
6. Treat the visiting team and spectators as guests, being courteous and fair.

7. Avoid actions which will offend the individual athlete.
8. Accept the judgment of the coach.
9. Honor rights of visitors in a manner the individual would expect to be treated.
10. Respect the property of the school.
11. Display good sportsmanship by being modest in victory and gracious in defeat.
12. Pay respect to both teams as they enter for competition.
13. Appreciate the good plays by both teams.
14. Show sympathy for an injured player.
15. Regard officials as guests and treat them as such.
16. Direct energy to encouraging home team rather than booing officials.
17. Believe that the officials are fair and accept their decisions as final.
18. Learn the rules of the game in order to try and be a more intelligent fan.
19. Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
20. Realize that privileges are invariably associated with great responsibilities and that spectators have great responsibilities.

Winning is for a day: Sportsmanship and Ethics are for a Lifetime! **NHIAA Code of Ethics for Secondary School Athletes**

The ideals of good sportsmanship, ethical behavior, and integrity permeate our culture. The values of good citizenship and high behavioral standards apply equally to all activity disciplines. In perception and practice, good sportsmanship shall be defined as those qualities of behavior which are characterized by generosity and genuine concern for others.

An awareness is expected of the impact of an individual's influence on the behavior of others. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity.

In order to promote desirable behavior and enhance the overall quality of secondary school athletic programs for which the NHIAA has assumed responsibility, the following Code of Ethics is in effect:

It is the duty of all concerned with secondary school athletic programs to:

1. Cultivate an awareness that participation in high school athletics is part of the total educational experience.
2. Emphasize the proper ideals of sportsmanship, ethical conduct and fair play as they relate to the lifetime impact on participants and spectators.

Extracurricular

3. Develop an awareness and understanding of all rules and guidelines governing competition, both in letter and intent, and to comply with them in all activities.
4. Recognize that the purposes of athletics in school programs is to develop and promote the physical, mental, moral, social and emotional well-being of individual participants.
5. Avoid any practice or technique which would endanger the present or future welfare or safety of a participant.
6. Avoid practices which force students to specialize or which restrict them from participating in a variety of athletics.
7. Refrain from making disparaging remarks to opponents, officials, coaches, or spectators in any aspect of school athletics.
8. Encourage the development of proper health habits and vigorously discourage the use of chemicals, including alcohol and tobacco.
9. Exemplify proper self-control at all times and accept adverse decisions without public display of emotion or dissatisfaction.
10. Encourage everyone to judge the true success of the athletic program on the basis of the attitude of the participants and spectators, rather than on the basis of a win or loss.
11. Treat opposing team members and officials respectfully and encourage behavior which will create positive relationships between schools.

NONDISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT, AND DISTRICT ANTI-DISCRIMINATION PLAN

A. Prohibition Against Discrimination in Educational Programs and Activities.

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin. Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

C. USDA Non-Discrimination Statement.

In accordance with federal civil rights law and The U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than

Policies

English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Form AD-3027 from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: 1. Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; 2. Fax: (833) 256-1665 or (202) 690-7442; or 3. Email: Program.Intake@usda.gov

D. Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

E. District Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

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In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the District's Human Rights Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan per Policy JLDDBB), the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

F. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall ensure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal, and physical addresses.

Human Rights Officer

Title IX Coordinator

504 Coordinator

The Appendix will also include current contact information for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights

U.S. Department of Agriculture, Office of Civil Rights

N.H. Human Rights Commission

N.H. Department of Justice, Civil Rights Unit

N.H. Department of Education, Commissioner of Education

G. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally,

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employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC.
2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC.
3. Reports or complaints by students of discrimination on the basis of disability should be made under Board policy ACE, complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
4. Reports or complaints of bullying or other harassment of students should be made under Board policy JICK; and
5. Reports or complaints of discrimination based upon protected classes relative to any of the District's food and nutrition services (FNS) programs (school lunches, etc.) should be made under Board policy ACF, unless the alleged discriminatory conduct relates to a class identified in Section A or B, but not in C.

H. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights ("OCR"), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

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Not with standing any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

I. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

J. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

K. Notice of Compliance.

The Superintendent will provide notice of the non-discrimination statements and the Anti-Discrimination Plan to all applicants for employment, employees, students, parents, and other interested persons, as required by statute, policy, or regulation, or as the Superintendent may otherwise deem appropriate.

ACAC

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

I. RESTATEMENT OF POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX.

Per Board policy AC, Title IX of the Education Amendments Act of 1972 ("Title IX"), as well as RSA 193:38, among others, the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District.

II. TITLE IX SEXUAL HARASSMENT POLICY.

A. Application of This Policy.

While all forms of sex-based discrimination are prohibited in the district, the purpose of this policy is to address, and only to address, *sexual harassment as defined in Title IX and Sec. II B*, below, that occurs within the educational programs and activities of the district, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The "Title IX Grievance Process" is set out in Sec. III

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below. While the District must respond to all “reports” it receives of sexual harassment, the Title IX Grievance Process is initiated only with the filing of a formal complaint.

The purpose of this Policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within the educational programs and activities of the district. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the District’s response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein.

This Policy shall apply to all students, employees, and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity.

Nothing in this policy will be construed to confer on any third-party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under the law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-E, which policy shall be updated and disseminated annually with the Title IX Coordinator’s name as set forth in Board policy AC.

B. Definitions.

As used in this Policy and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

“Actual knowledge” occurs when the District’s Title IX Coordinator or ANY employee of one of the District’s schools (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

“Days” shall mean calendar days but shall exclude non-weekend

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days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

“Decision Maker” means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

“Determination of Responsibility” is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.

“Formal Complaint” means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigates the allegation of sexual harassment.

“Respondent” is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

“Sexual harassment” prohibited under Title IX and by this policy is conduct on the basis of sex (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; OR
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

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Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;
- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

Note: incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX and conduct of a sexual nature that is offensive or hostile, but which does not arise to the level within that definition. District policies prohibit both, but for purposes of its Title IX obligations the District must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process. Except as used in other laws (e.g., Title VII) or policies (e.g., Board policy J1CK) pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy means sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3rd Party Distance Learning and Other Alternative Instructional Programs: Under federal

regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.

“Supportive Measures” are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment and/or deter sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II E below.

C. Title IX Coordinator.

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. The Title IX Coordinator shall receive general and specific reports of sexual harassment and coordinate the District’s responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this Policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. Meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this Policy;
2. Identification and implementation of supportive measures;
3. Signing or receiving formal complaints of sexual harassment;
4. Engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. Coordinating with District and school-level personnel to facilitate

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and ensure implementation of investigations, and remedies, and helping to ensure that the District otherwise meets its obligations associated with reports and complaints of sexual harassment;

6. Coordinating with the Superintendent with respect to the assignment of persons to fulfill the District's obligations, both general and case-specific, relative to this Policy (e.g., investigator, decision makers, etc.; this may involve the retention of third-party personnel.);
7. Coordinating with District and school-level personnel to ensure appropriate training and professional development of employees and others in accordance with Sec. II E of this Policy; and
8. Helping to ensure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II G, below), the Superintendent shall ensure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

D. Training.

All District employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must receive training on the definition of sexual harassment, this Policy, the scope of the District's education program or activity, and how to conduct an investigation (including the requirements of the reporting and the Title IX Grievance Process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudgment of the facts, conflicts of interest, and bias.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II H of this Policy.

E. Confidentiality.

The District will respect the confidentiality of the complainant and the respondent as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the District's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. Information to either party to the extent necessary to provide the parties due process during the Title IX Grievance Process;
2. Information to individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
3. Mandatory reports of child abuse or neglect to DCYF or local law enforcement (per Board policy JLF;)
4. Information to the complainant's and the respondent's parent/guardian as required under this Policy and or the Family Educational Rights and Privacy Act ("FERPA"); and
5. Reports to the New Hampshire Department of Education as required under N.H. Code of Administrative Rules Ed 510 regarding violations of the NH Code of Conduct for Education Professionals.

Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide supportive measures.

Except as specified above, the District shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination;
5. Any respondent; and
6. Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

F. Retaliation Prohibited.

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate in any investigation of an act alleged in this Policy is prohibited. Actions taken in response to materially false statements made in bad faith, or to submitting materially false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District's general grievance process.

G. Conflict of Interest.

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated by the District to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

H. Dissemination and Notice.

The District shall include in all student and employee handbooks, and shall make publicly available on the district's website the following information:

1. The District's policy of non-discrimination based on sex (included in Board policy AC).
2. The title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC and its addendum, updated annually, ACE);
3. The complaint process;
4. How to file a complaint of sex discrimination or sexual harassment;
5. How the District will respond to such a complaint; and
6. A statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be provided to all persons seeking employment with the District or seeking to enroll or participate in the District's educational programs or activities.

Additionally, the District will make this Policy, as well as any materials used to train personnel as required under Sec. II D is publicly available on the district's website.

I. Records and Record Keeping.

1. For each report or formal complaint of sexual harassment, the District, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
 - a. Any actions, including any supportive measures,
 - b. The basis for the District's conclusion that its response was not deliberately indifferent; and
 - c. Documentation which:
 - If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
 - If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable considering the known circumstances.
2. In addition, the District shall maintain the following records for a minimum of seven (7) years:
 - a. Records for each formal complaint of sexual harassment, including:
 - Any determination regarding responsibility, including dismissals;
 - Any disciplinary sanctions imposed on the respondent;
 - Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
 - Any appeal and the result therefrom;
 - Any informal resolution process and the result therefrom;
 - b. All materials used to train Title IX Coordinators, investigators, and decision-makers.

J. Reports of Sexual Harassment, Formal Complaints and District Responses.

1. Report of Sexual Harassment.

NOTE: A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II J, and III A below.

Any person may report sexual harassment whether relating to her/himself or another person.

However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this

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Policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

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

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint or delegate the function to another person.

NOTE: For any allegation of sexual assault on a student under the age of 18, such conduct shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., "credential holder"), then a report shall also be made pursuant to Board policy GBEAB.

2. District Response to Report of Sexual Harassment.

The district will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant³ and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to: discuss the availability of and offer supportive measures; consider the complainant's wishes with respect to supportive measures; inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and explain to the complainant the process for filing a formal complaint.

Formal Complaints.

Pursuant to federal regulations, and this Policy, a formal complaint that contains an allegation of sexual harassment and a request that the District investigate the allegations is required before the District may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III A.

3. Limitation on Disciplinary Action.

In no case shall the District impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX Grievance Process has been completed.

4. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student's IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. TITLE IX GRIEVANCE PROCESS.

The Title IX Grievance Process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III A, below. The provisions of Section I of the Policy are incorporated as part of the Title IX Grievance Process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the District's efforts to comply with its responsibilities related to the Title IX Grievance Process.

A. Process for Filing a Formal Complaint of Sexual Harassment.

The Title IX Grievance Process is initiated by way of a formal complaint ("complaint" or "formal complaint") filed by the complainant, the complainant's parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the Complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with the District's attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant's report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the District must comply with all the provisions of the Title IX Grievance Process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator no disciplinary action may be taken against the respondent-based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the District or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the District will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the

- student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment,
 3. request an investigation of the matter, and
 4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator.

B. Initial Steps and Notice of Formal Complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in the District's code of conduct¹⁰ that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.

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4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III C 4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec III G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different District or other employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility (initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and other wise qualified (see Sec. II D “Training”, and Section II G “Conflict of Interest”).
7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board Chair and the Business Administrator, the latter of whom shall have authority to seek guidance from the District’s general counsel but shall not delay the District’s response to the report as outlined in this Policy.

C. General Provisions and Additional Definitions Relative to Title IX Grievance Process.

1. Copies and Notices.

Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the

information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party's advisor. See Sections III E 3, and III E 4).

2. Risk Analysis and Emergency Removal.

At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II J 5, following which a student may be removed.

3. Administrative Leave.

At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.

4. Additional Allegations.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

5. No Interference with Legal Privileges.

At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.

6. Consolidation of Complaints.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

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- a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
- b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or nonrenewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.
- c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.
- d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of Grievance Process.

The District shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most

cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint.¹² In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline

- a. Investigation 20 +/- days as the complexity of the case demands (Sec. III E 1)
- b. 10 days for reviewing information prior to conclusion of investigation
- c. 10 days after receiving report to respond to report
- d. 10 days for decision maker to allow initial questions
- e. 10 days for responses to questions
- f. 10 days for questions and responses to follow-up questions.
- g. 10 days for determination of responsibility decision
- h. 10 days for appeal (6 additional days for administrative steps)
- i. 10 days for argument/statement challenging or supporting determination
- j. 10 days for decision on appeal

2. Delays and Extensions of Time.

At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

E. Investigation.

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III B 5

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:

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- a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
 - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;
 - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
 - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
 - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III D, below.
 - g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the District, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

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3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation and provide the parties the evidence and other information required under Sec. III E 2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 20 days after receiving a Formal Complaint.

F. Determination of Responsibility and Initial Decision Maker.

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III B 5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

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3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard,¹⁴ which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the District's applicable codes of conduct policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and

- f. The District's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the District's education program or activity; or
 - c. Did not occur against a person in the United States.
2. The District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
4. Upon dismissal of a formal complaint, the District must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, code of conduct or administrative rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process.

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal

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shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.

2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party's written appeal:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec III I, below, appeals of disciplinary sanctions may be made pursuant to the District's ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"), who must have adequate training as provided in Section II D be free from conflict of interest as provided in Section II G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement ("appeal statement") in support of, or challenging, the determination of responsibility or dismissal.

5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time, the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party's appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent, and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties' appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties' written statements per Section III.H.5.

I. Finality of Determination of Responsibility.

The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the District may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and District administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The District may also proceed against the respondent or complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining agreements, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District.

J. Informal Resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. Provides written notice to the parties disclosing:
 - a. The allegations of the formal complaint;
 - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

In no event may the District offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

ADC

PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS

State law prohibits the use of any tobacco product, e-cigarette, or nicotine products not prescribed as nicotine succession aid, in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions. *These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.*

“Tobacco product(s)” means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

“Device” means any product composed of a mouthpiece, a heating

element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

“E-cigarette” means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that that may or may not contain nicotine or e-liquid. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

“E-liquid” means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

“Nicotine” means any product composed either in whole or in part of pure nicotine and manufactured for use with e-cigarettes, pouches, etc. as well as any other product or item included in RSA 126-K:2.

“Employee” shall include all persons within the definition of “covered persons” under Board policy GBCD.

“Facility” is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, device, e-cigarette, e-liquid, or nicotine product not prescribed as a nicotine succession aid, in any facility, in any school building or vehicle or anywhere on school grounds maintained by the District including school sponsored activities.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, device, e-cigarette, e-liquid, or nicotine product not prescribed as a nicotine succession aid in any facility, in any school building or vehicle or anywhere on school grounds maintained by the District including school sponsored activities.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

Employees are also subject to the provisions of D.2, below.

D. All other persons

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or nicotine product not prescribed as a nicotine succession aid in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
2. **Additionally, no person, including, without limitation, students or employees (as defined above), may sell give or furnish tobacco products, e-cigarettes, or e-liquid to a person under 21 in or upon any school facility.**
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice – Administrative Rules and Procedures

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the

pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

BGAA

POLICY DEVELOPMENT, ADOPTION AND REVIEW

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction, and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students, and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

A. Policy Committee Responsibilities and Meetings.

The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies, and deleting obsolete policies.

B. Policy Committee Meetings and Agendas.

The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.

C. Review of Existing Manual.

The Policy Committee shall establish a schedule for reviewing existing Board policies and forming recommendations regarding the same for the Board.

D. Procedures for Policy Development and Review.

1. Individual Board members, Board standing or special committees, the Superintendent, or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.

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2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff, or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.
4. The Superintendent should seek counsel from the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
6. The Policy Committee will provide a report to the full board at least six (6) times per year. The reports will include the Policy Committee's recommendations for new policies (including full-text of policies/revisions to be considered for action by the Board), as well as recommendations for a repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.

E. Board Actions Required to Approve, Revise, or Repeal Policies.

Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.

1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).

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3. The Board will allow the opportunity for public comment on policy proposals per Board policy BEDH as follows: A minimum of 30 minutes will be set aside for citizens to address the Board. This period may be extended by a majority vote of the Board. Speakers will be allotted three (3) minutes per person. If speakers do not fill the minimum and insufficient speakers remain to fill the 30 minutes, the Board will close public comment.
4. Any changes agreed upon or requested by the board during the first reading shall be made by the Superintendent, Superintendent's designee or Policy Committee prior to the second reading.
5. At the next Board meeting (or a later meeting if so, agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
7. Board action regarding the adoption, revision, or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, "non-substantive changes" shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting misidentified or modified job titles (e.g., "school counselor" in place of "guidance counselor"). Upon review of such report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension or Waiver of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least five (5) days prior and that each Board member was notified

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of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.

2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records, and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. Notice of new, revised, and deleted policies should be provided to affected groups (i.e., school staff, students, parents) and posted on the district website and by other such appropriate means determined by the Superintendent.
3. The Superintendent shall retain permanently as government/School Board records copies of all policies deleted from the Board policy manual per Board retention policy EHB.
4. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

EBCB

FIRE DRILLS AND ALL HAZARD DRILLS

Under the rules of the New Hampshire Department of Safety each school is required to conduct a fire evacuation drill each month that school is in session. However, pursuant to RSA 189:64, I, at least **four (4)** such drills shall be all-hazard response drills, and at least **one (1)** of those must test the emergency response to an armed assailant. The armed assailant drill may be discussion-based. The scheduling, as well as the types and manner of drills and exercises for the all-hazard drills shall be determined by the building principal in consultation with the Superintendent, and local public safety, emergency management, and public health officials. The school may include students and first responders in all-hazard response drills or activities as deemed appropriate by the building principal and Superintendent. The remaining fire evacuation drills should be **for each building** by the building principal in coordination with the local police and fire departments.

The purpose of such drills is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area inside or outside the building or to lockdown the building and shelter in place. The evacuation routes and procedures shall be developed in collaboration with the same agencies

identified above for scheduling, and in accordance with the District's annual Crisis Prevention and Emergency Response Plan. Records of such drills shall be kept in accordance with that Plan and Board policies EH and EHB.

ECAF

AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

General Authorization: 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.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k) (2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Notification: This policy constitutes notification that audio and video recordings may be made on school buses used in the district. See also Board policy JICK - Pupil Safety and Violence Prevention. The Superintendent or his/her designee shall 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. Notification of such video and audio recordings on the bus will also be included in the Student-Parent Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings: The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio 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. Video recordings without audio may be used, retained or destroyed as provided in Board policy EEAA. Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Investigators or attorneys retained by District
- Business Administrator
- Building Administrator
- Law Enforcement Officers

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- Transportation Coordinator
- Transportation Contractor Official
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

Student Records. In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, Policy JRA shall apply.

EEAA

RECORDING MEDIA SURVEILLANCE ON SCHOOL PROPERTY

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent is authorized to allow video and/or audio recordings to the extent allowed by applicable law.

A. Surveillance.

Video surveillance is authorized on District property, including, without limitation, school buses, and other district-provided transportation, to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment.

1. Audio Surveillance.

Although video surveillance is permissive, surveillance with audio recording is only permitted on school buses – whether such buses are operated by the District or not - in accordance with RSA 570:A-2, II (k) and Board policy ECAF. Audio recordings are also authorized in classrooms per Section D below.

2. Video Surveillance.

The Superintendent or his/her designee will approve appropriate locations for surveillance cameras. Placement of cameras will be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms, dressing or locker rooms.

Signs will be posted on school property to notify students, staff, and visitors that video recording devices may be in use. (More specific notice is required for audio recordings on school buses as provided under Board policy ECAF.) At the Superintendent's discretion, parents and students may also be notified through the Student-Parent Handbook as well as the District and school

Policies

websites. All persons will be responsible for any violations of school rules recorded by cameras.

The district will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording.

B. Video and Audio Recordings Used for Student Discipline Matters.

Video/audio recordings in District possession, whether or not recorded by District equipment, that contains evidence of a violation of student conduct rules, school board policy, and/or state or federal law, will be retained until the issue of the misconduct is no longer subject to review or appeal, as determined by board policy or applicable law. Any release or viewing of the recording will be in accordance with the law. Notwithstanding this paragraph, use of video/audio surveillance on school buses shall be in accordance with Policy ECAF.

In the event any audio or video recording (from whatever source) is used as part of a student discipline proceeding, such video may become part of a student's education record. If recording does become part of a student's education record, the provisions of Policy JRA shall apply. (In accordance with RSA 570:A-2 and Board policy ECAF, retention and use of audio recordings gathered via bus surveillance have stricter requirements than video only or recordings from non-District sources.)

C. Video and Audio Recordings Used for Special Education Purposes.

Video and audio recordings may be used for special education or Section 504 purposes, when a student's individualized education program or accommodation plan includes audio or video recording as part of the child's education. All such recordings will be maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and other applicable law(s).

D. Additional Video and Audio Recordings Authorized.

The school board permits the video and audio recording of the following school-related activities. The following purposes are not intended to be exhaustive and may be expanded or contracted by either administrative determination or school board action.

- Extracurricular/co-curricular activities
- Musical performances, band, concert band, ensemble, orchestra, choir
- Drama activities
- Club events
- Sporting events, including both inter and intra-scholastic
- Other activities such as student senate, yearbook, school pride, ROTC

Policies

- Ceremonies, orientation, presentations, school assemblies or meetings, or any school events which occur outside of the physical classroom.

E. Consultation with Counsel.

The Superintendent (and other administrators if the Superintendent is unavailable) is specifically authorized to seek and obtain legal advice from the School Board/District's attorney with respect to any new use of surveillance or audio recordings, and/or relative to the use, sharing, ownership, retention and/or destruction of video or audio recordings.

EF-R

SCHOOL MEAL CHARGING AND PAYMENT

The Lincoln-Woodstock School District believes that no child can learn while hungry. Therefore in order to support the success of our schools, any student who is hungry and wants to eat either breakfast or lunch, will be fed a complete, reimbursable meal, regardless of the balance of their student account. No student will be turned away, no meals will be taken away at the point of service and no student will be given an alternative meal as a result of no funds to purchase a meal.

All complete, reimbursable meals will be charged to the student account at the appropriate meal costs (Reduced Price or Paid). As an Offer versus Serve (OVS) School, our definition of a complete, reimbursable meal includes the following food components: Meat/Meat Alternate, Grain, Fruit, Vegetable, Milk. The student must take at least 3 food components, with one of the selections being either a Fruit or a Vegetable.

A la carte food items or incomplete, non-reimbursable meals will not be allowed to be purchased if a student has a negative account balance.

Schools may not do the following (reference United States Department of Agriculture, Food and Nutrition, Instruction 765-7, Revision 2):

- Deny meals to free students regardless of any other charges at the school;
- Deny meals to any student for disciplinary reasons;

Payment to the student's food service accounts may be made by cash or check to the Food Service Director or at the Point of Service (register). Payment may also be made using the School District's current online school payment system.

It is the responsibility of each household to maintain a positive balance in their student's food service account. When the student account balance goes below \$0.00, the Building Administrator or designee will contact the household by email or letter. The Food Services Director shall also attempt to contact the household by telephone to establish a payment arrangement prior to small claims. The School's Free and Reduced Determining Official shall reach out to families and provide paperwork

and resources as needed. All attempts to collect outstanding funds will be documented and collected through small claims court at the expense of the child's parents/legal guardians.

Any processing fees incurred for returned checks will be charged to the student's food service account for payment by the household.

If a student leaves the district, for any reason, their food service account will be reimbursed to the household in full.

At the end of the school year, any account that is still delinquent will be written off as bad debt and will be made whole by the school district.

IGE

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building Principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other methods agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents who wish for particular instructional material to be reviewed for appropriateness may submit a requestor review in accordance with Board Policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Policies

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

IHAMA

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, and statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school. As part of the health education program for grades K-12, the District shall provide age and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors from using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

IHBH

EXTENDED LEARNING OPPORTUNITIES

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.

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.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. 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*. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through extended learning opportunities.

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 District 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 or by contacting the Principal's office or the Guidance Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal 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.

The Principal will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions

Policies

rendered by the Principal within the provisions below (see Appeal Process).

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 not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian including but not limited to tuition and textbooks. 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 who have a financial or transportation need that would prevent such participation, may request school assistance through their school Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

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 between the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is

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requested, the information must be submitted within one week of receipt of the request.

4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
5. The District reserves the right to determine the number of credits to be awarded.

Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with the rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to ensure 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 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, Principal's 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.

Policies

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 Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

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 personnel 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.

It shall be incumbent upon the student or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

IKA

GRADING SYSTEM

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.

IKE

STUDENT PLACEMENT

PROMOTION AND RETENTION OF STUDENTS

Students will be placed at the grade level to which they are best adjusted academically, socially, emotionally, and developmentally. Every effort possible will be made to ensure that all children encounter successful experiences throughout their school years.

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules 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, teacher recommendations, and the student's social growth and readiness.

IKE-R

PROMOTION AND RETENTION OF STUDENTS

Grades K-5

1. In the event that retention is being considered, the following procedure will be implemented:

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- a. At the end of the second marking term, the classroom teacher will notify the principal in writing of any students experiencing significant difficulty.
- b. The following relevant student data shall be considered when making a decision on retention.
 1. Chronological age
 2. Past performance (school history)
 3. Academic attitude
 4. Emotional maturity
 5. Social maturity
 6. Physical development
 7. Teacher recommendations
 8. Pupil placement team evaluations (if appropriate)
 9. Attendance record
 10. Placement of siblings
 11. Prediction of success (Lightes Retention Scale if needed)
 12. Assessment on the part of the parent and pertinent school staff that the child will benefit from retention
 13. Minimum competencies when applicable
- c. Parents will be notified as soon as the teacher and principal begin to consider a recommendation for retention. A conference between the teacher(s), appropriate educational specialists, principal and parents will be arranged to discuss the reasons for the recommendation.
- d. At the end of the third marking period, the classroom teacher(s) will submit a written review to the principal for each child previously referred.
- e. A second conference between the parents, teacher(s), appropriate educational specialists, principal and parents will be arranged to discuss student progress.
- f. The building principal will make the final decision as to whether a child shall be promoted or retained and if it is the decision of the principal, based on the above process, that a child should be retained, the parents shall normally be notified in writing on or before June 1st.
- g. A learning plan shall be developed for each student being retained in grades K-5 specifically indicating the goals and objectives that should be accomplished during the year of retention. A copy will be sent to the parent by the principal as part of the notification process in section f.
- h. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent of schools. The superintendent of schools has the final legal authority for

Policies

the placement of students and shall make the final decision regarding the student's placement for the ensuing academic year.

* In no instance will a student be retained more than one year.

2. Assignment Procedures

There are occasions when it is appropriate to assign a student to the next grade because of chronological age or other individual considerations. An assignment is not an academic promotion and may be granted by the principal and/or superintendent if it is obviously in the best interest of the student and the school to the assignment from one grade to another.

- a. The decision for assignment shall be based upon the recommendation of the parent, teacher and child study team.
- b. A conference will be held with the parent/guardian to discuss the reasons for the recommendation.
- c. In special instances, when a retention is recommended by the school but refused by the parent/guardian the superintendent or his/her designee may assign the student to the next grade. It is understood that the parents will assume responsibility for this kind of assignment and acknowledgement by the parents of this assignment shall be made in writing and a copy placed in the child's permanent record folder.
- d. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent of schools. The superintendent of schools has the final legal authority for the placement of students and shall make the final decision regarding the student's placement for the ensuing academic year.

Grades 6-12

1. Parents/Guardians of students in grades 6-12 will receive a letter after the third marking period if there is a possibility of retention. In order to be assigned to 9th grade, the student must successfully complete summer school.

IMG

ANIMALS IN THE CLASSROOM AND ON SCHOOL GROUNDS

The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the District.

Teachers must contact Administration for approval prior to having animals in their classroom. Upon approval of animals, teachers must

Policies

notify all parents of classroom students.

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals and animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.)
4. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites, and lice.
5. Certain groups of people may be more susceptible to diseases, including infants, children, pregnant women, and those with weakened immune systems. Consult with parents to determine special considerations needed for children who are immunocompromised, who have allergies, or who have asthma.
6. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container, supervising human-animal contact, and handling fecal material in a sanitary manner.
7. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
8. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food or drink should not be consumed in these areas.
9. All fecal material must be cleaned from the cage of any mammal or bird on an as-needed basis (at a minimum of one time per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks, and glasses or goggles. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Ideally, cleaning should be performed when other children are not in the room.
10. Wash hands after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.

Policies

11. Certain animals pose additional risks and contact should not be permitted with young children.
12. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

It will be the responsibility of the teacher to provide a plan of care for classroom-housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Teachers must be contacted prior to having animals in their classroom. No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers caused by that animal. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well-being of the individual students in that particular classroom.

The principal shall be advised of any animals to be housed in the classroom. At the principal's discretion, permission to keep the animal may be denied based on these considerations: (1) the purpose of the animal's presence, (2) the ability of the teacher to control the animal, and/or (3) the past practice in the classroom.

Animals in School Buildings and on School Grounds

1. Animals are not allowed in School Buildings at any time unless authorized. Examples of authorized animals include; service animals and approved classroom animals as described in the policy above.
2. Animals are allowed on School Grounds during and outside of school hours leashed and under control.

Anytime while in School Buildings or on School Grounds animals must be either caged or on a leash, in control, and waste must be picked up. The appropriate town official will be called and requested to impound all animals whose owners are not abiding this policy.

JCA

CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances

when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

A. Best Interest Re-Assignment – Determination by Superintendent.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to another class within the school, to another public school, public academy, or approved private school in another District.

Authorization granted Superintendent to make reassignments under this policy applies only after application is made by the parent / guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs. This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure:

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent or guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent or guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, or to a public school, public academy, or approved private school in another district.
- d. At the reassignment meeting, the parent or guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.

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- e. The Superintendent may present such information as he or she deems appropriate.
- f. In determining whether reassignment is in the student's best interest the superintendent shall consider the student's academic, physical, personal, or social needs.

2. Finding Reassignment is or is not in Best Interest:

- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent **finds it is in the best interest** of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, or public academy, or approved private school within the district of residence; or
 - iii. The student's transfer to a public school, or public academy, or approved private school in another district.
- c. If the Superintendent **does not find that it is in the best interest** of the student to change the student's school or assignment, the parent or guardian may request a hearing before the School Board to determine if the student is experiencing a Manifest Educational Hardship as provided in Section B of this policy.

3. Tuition Determination:

- a. *Assignment to Another School District or Public Academy.* If a student is to be reassigned to a public school in another school district or approved public academy as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving District/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I (g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.
- b. *Assignment to an Approved Private School.* If the student is reassigned to an approved private school as a result of a best

interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the School District in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the School Board on behalf of the School District and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval on the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The Superintendent shall ensure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. Transportation:

Transportation for a student reassigned to schools in another district under this section A (best interest) shall be the responsibility of the parent/guardian.

5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I:

It is the general policy of the Board that the tuition amount to be charged to another District for any student reassigned by that District to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for nonresidential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments:

Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

7. Review/Appeal of Decision.

The decision of the Superintendent shall be final and any appeal shall be limited to the process set forth in Section B, below.

8. Annual Review of Decision.

A reassignment on the basis of the best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to

any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.

B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a Manifest Educational Hardship.

1. “Manifest Educational Hardship” Defined.

As provided in RSA 193:3, II (a), “Manifest Educational Hardship” means that the student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

- a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.a & c, above, the parent/guardian requesting a Manifest Educational Hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a Manifest Educational Hardship.
- b. The Superintendent shall duly notify the School Board that the parent or guardian has requested a Manifest Educational Hardship hearing, upon which the School Board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in a non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
- c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the

student attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.

- d. At such hearing, the parent or guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a Manifest Educational Hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will ensure that the means for the Board to establish an adequate record of the hearing.
- e. The parent or guardian shall have the burden of establishing the presence of a Manifest Educational Hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
- f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parents or guardians via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed. 320(c)-(e).

3. Finding of Manifest Educational Hardship:

If the School Board finds that the student has a Manifest Educational Hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another District.

4. Finding that Manifest Educational Hardship has not Established – Appeal to the New Hampshire State Board of Education:

If the School Board finds that the parent or guardian has not met their burden of proof, the parent or guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed. 204.01 (g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.

5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship.

If, after a finding of a Manifest Educational Hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the District in which the student resides shall pay tuition to the District to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. Transportation.

Transportation for a student reassigned to schools in another district under this section B (Manifest Educational Hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.

7. Annual Review of Manifest Hardship Determination.

A reassignment on the basis of Manifest Educational Hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the Manifest Educational Hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.

C. Admission Requirements.

Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit.

The total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a School District, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.

Pupils reassigned under this policy will be counted in the average daily membership in residence ("ADMR") of a given student's resident school district. Said student's resident District will forward any tuition payment due to the District to which the student was assigned.

Policies

F. Notice to the Department of Education.

The Superintendent of the student's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

G. Special Education Placements.

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

JEB

AGE OF ENTRANCE

A student may enter grade one if his/her chronological age is six on or before September 30th of the year of entering school.

A student may enter kindergarten if his/her chronological age will be five on or before September 30th of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in grades 2-8, inclusive, will be initially placed in accordance with the data forwarded by the sending District. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

In-coming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age will be six on or before December 31st of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent.

JGB-R

PROCEDURES FOR SCHOOL-SPONSORED TRIPS

School-sponsored trips must be approved by the School Board.

- Clear guidelines will be established for all staff and volunteers.
- Students will be supervised at all times.
- Parents and students will attend an orientation, which will include the itinerary, procedures, and any payment schedule if applicable.
- Each student will sign a code of conduct form authorizing trip supervisors to exclude the student from a scheduled activity or send the student home.
- Each student and parent will sign a warning and consent form.
- Volunteers will be subject to a background investigation/criminal records check.

Policies

1. Must have School Board Approval
 2. The following forms must be signed:
 - A. Acknowledgement of Warning and Consent Agreement (Parents, Students).
 - B. Volunteer Service Statement and Agreement (Chaperones).
 - C. Volunteer Appointment - Criminal Check (All Volunteers/Chaperones).
 - D. Code of Conduct (Students, Parents, Volunteers).
 - E. Forms for prescription & non-prescription medicine (Parents).
 3. Parents/Students
 - A. Attend orientation meeting including Itinerary, procedures, and payments.
 - B. Present evidence of Medical/Accident Insurance.
 - C. Medical Emergency Forms updated and available to trip supervisors.
 - D. Sign a Code of Conduct Form authorizing trip supervisors to exclude student from scheduled activity or send student home.
 4. Trip Supervisors
 - A. Know costs and fees of trip.
 - B. Know the cancellation policy of Tour Company (for group or individual) if plans change or money is not made in a timely fashion.
 - C. All monies raised should be placed into the Student Activity Account by the class advisors identifying the appropriate class.
 - D. If using a Tour Operator please check on the following:
 - i. Make sure reputable, check references
 - ii. Cancellation insurance
 - iii. Repatriation coverage
 - iv. Role of tour operator on the trip
 - v. Tour interruptions and emergency care
- Foreign Travel:
1. Arrange for Overseas Insurance with coordination of care and evacuation benefits. Everyone should check current insurance and secure supplemental coverage.
 2. Authorization to secure medical treatment including chaperones.
 3. Check U.S. Dept. of State list of prohibited destinations.
 4. Research Dept. of State Centers for Disease Control warnings for security and health conditions including crime.
 5. Determine documents necessary for travel, keeping in a safe place.
 6. Cultural orientation for everyone on the trip.
 7. Local briefing at destination, establish ground rules.

8. Have sufficient supplies of prescription medicine, with class advisors keeping control of them.
9. Parental signature required for use of any prescription or non-prescription medicines.
10. Keep to Itinerary.
11. Be alert at all times.

JH

Attendance, Absenteeism and Truancy

Absences

The Lincoln-Woodstock Cooperative School Board requires that school-aged children enrolled in the Lin-Wood Public School 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, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence. The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
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 absence, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of the aforementioned reasons above (1-7) 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.

Policies

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 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 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 addresses the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal 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 involve processes including, but not limited to:

Policies

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal 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. 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.

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 age appropriate developmental strategies, resources, and lastly, 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.

Parental Notification of Truancy Policy

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

JI

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities 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 JIC and JICD.

The privileges and rights of all students shall be guaranteed without regard to age, race, religion, sex, creed, gender identity, sexual orientation, color, marital status, familial status, physical or mental disability, or national origin.

STUDENT RIGHTS

1. All students have the right to receive an education.
2. All students have the right to attend school in the district in which they reside or as assigned by the school board.
3. All students have the right to expect that the school will be a safe and healthful place to gain an education.
4. All students have the right to be informed of the school rules and procedures by which the school is governed.
5. All students in matters of discipline are entitled to treatment that is fair, consistent, and appropriate to the action of the offense.
6. All students have the right of due process in disciplinary matters resulting in suspension from school.
7. All students shall have the right to peaceably and responsibly advocate change of any law, policy, or regulation. Adequate opportunities shall be provided for students to exercise their rights through channels established for considering such complaints.

STUDENT RESPONSIBILITIES

1. All students have the responsibility to attend school daily and to be punctual in reporting to school classes.
2. All students have the responsibility to assist the school staff in running a safe and healthful school.
3. All students have the responsibility to apply themselves to their school work, complete assignments on time, respect school property, conduct themselves properly, and to be willing to work for self-improvement.
4. All students have the responsibility to be aware of all the rules and regulations for student behavior and to conduct themselves in accordance with them.
5. All students have the responsibility to dress in accordance with the dress code in a manner that is both neat and clean, and which does not create a distracting hazard to himself/herself or to others.
6. All students are responsible to exercise their rights of due process and to pursue their grievances according to the orderly process established by the school for those purposes.

7. All students exercising their rights to freedom of expression through speech, assembly, petition and other lawful means must not interfere with the rights of others. Freedom of expression may not be utilized to present material, which is obscene or slanderous, or to defame character, or to advocate violation of federal, state and local laws, or official school policies, rules and regulations.

JIC

STUDENT CONDUCT

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly, and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional, and social success, while at the same time assuring safety of all students, staff, and school visitors. With this objective, the Board endorses the adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSS-B”) as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy JICD.

B. Student Code of Conduct.

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflect the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted support for at-risk students; and individualized services for highest-needs students.

Policies

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding the review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions, and expulsions shall comport with applicable laws, regulations, and Board policy JICD.
4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. e.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall ensure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to ensure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall ensure student awareness of the Code of Conduct and other District policies and building rules through print, postings, and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance, and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension, or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

JICA

STUDENT DRESS CODE

The 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.

Policies

The dress code within each school shall be administered fairly, consistently, and equally to all students. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code relative to students' gender, gender identity, sexuality, race, ethnicity, household income, or body type or size.

Enforcement must accommodate clothing worn by students as an expression of religious beliefs (e.g., head scarves) and worn by students with disabilities (e.g., protective helmets). Enforcement shall not indirectly discriminate against students based on hair texture and or hairstyles, including, but not limited to, braids, locks, and twists.

District Standards:

These rules are not comprehensive and the administration will have the discretion to state what is and is not appropriate should an issue arise.

1. Shirts and tops with artistic print and/or logos should be school appropriate and should not contain reference to tobacco, alcohol, weapons, violence, foul language, sex, etc. or be offensive to a specific race, ethnic group, or gender/gender identity.
2. Shirts and tops will provide intended coverage. (No exposed midriff, cleavage, chest, or back.) Please note, tank tops should have no less than a two (2) inch wide strap.
3. Pants, trousers, jeans, skirts/dresses, and shorts must provide intended coverage. (No undergarments showing.)
4. Hooded attire is fine - but please **keep the hoods down in the building.**
5. As a general rule, hats may not be worn in school.*
6. Sunglasses are fine outside, but not in the building (unless prescribed by a doctor for medical conditions).
7. Shorts and skirts/dresses must be below mid-thigh. (Test this by hanging your hands at your sides- see where your fingertips land... this is the target.)
8. Fashionable rips, tears, and/or holes in clothing must be lower than mid-thigh.
9. Footwear must be worn at all times.
10. All Kindergarten through 5th grade students must wear closed toe shoes on the playground.**

Clothing that is not allowed includes but is not limited to:

Hats*, spaghetti straps, muscle shirts, halter tops, backless shirts, tube tops, plunging necklines, PJ pants (or other lingerie type garments), or pants worn too low as to reveal undergarments.

*Hats may be worn in school for fundraising and school spirit events only as directed. Hats when worn, should be school appropriate (see #1 above).

**This is specific to grades K-5 because of the safety issues on the playground.

Policies

Building Principals shall ensure that any District or School standards are included in the Student Handbook and otherwise communicated to students annually.

Notwithstanding District or School standards, some courses and school activities may require adjustments to attire and hairstyle or may require specific attire to ensure safety during academic activities (e.g., science labs or PE).

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

School staff shall not confront students on dress-code violations in a manner that unnecessarily disciplines or publicly shames the student. When a school staff member or school administrator discusses a dress code violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student.

JICC

STUDENT CONDUCT ON SCHOOL BUSES

Students using school buses and other 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. Additionally, School Board policy JICDD applies to “out-of-school” student conduct, including, but not limited to, conduct at or near school bus stops.

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, (See District administrative School Bus Conduct Rules JICC-R) and these shall be printed in the Parent-Student Handbook, made available on the District and/or School website, and provided in other languages or presented orally upon request.

Failure to abide by the School Bus Conduct Rules, continued disorderly conduct, or persistent refusal to submit to the authority of the driver may result in a student to be denied or suspended from the privilege of transportation in accordance with the RSA 189:9-a, and applicable District rules and procedures. (See JICC-R.) Additionally, conduct on District transportation is subject to additional interventions, supports or consequences as provided in the Student Code of Conduct.

If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct that threatens the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued

the original suspension. Transportation suspensions exceeding 20 days must be approved by the School Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian. The Superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced in the preceding paragraph. Transportation suspensions may extend to all District transportation according to the Student Bus Conduct Rules.

Students transported in a school bus shall be under the authority of the District and under the control of the bus driver. The driver of the bus, along with the bus monitor, if applicable, is responsible for the orderly conduct of the students transported. Each driver and monitor has the support of the School Board in maintaining good conduct on the bus.

JICC-R

STUDENT RULES AND CONDUCT ON THE SCHOOL BUS

In order to ensure the safety of all students riding District provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The Student Code of Conduct applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain the behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

A. Behavioral Expectations & Rules for School Buses and Other District Provided Transportation.

1. Student shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Student shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed you to proceed.
3. Student shall wait in an orderly line and avoid horseplay.
4. Student shall cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Student shall go directly to an available or assigned seat when entering the bus and move in toward the window.

Policies

6. Student shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.
9. Students may carry only objects that can be held on his/her own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Student shall refrain from throwing or passing objects on, from, or into buses.
11. Student shall refrain from eating and drinking on the bus.
12. Student shall respect the rights and safety of others.
13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending head, arms, or objects out of the bus windows and are not allowed to open or close windows without permission of the driver.
15. Only authorized riders will be permitted on the bus.
16. Student is prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
17. Students are strictly prohibited from using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the Student Code of Conduct, the police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
18. Student shall not use profane language or obscene gestures and shall not make excessive noises while on the bus.
19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
20. Students shall not deface or otherwise damage the bus, the driver's or any other students' belongings while on the bus. Students/ Parents will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.

Policies

21. Students shall not carry hazardous material, nuisance items, or animals onto the bus.
22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses.

Students not adhering to the above expectations may receive consequences as described below. However, when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.

The following will generally apply to violations of expectations 2 through 16:

First Referral: will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

Second Referral: will result in an immediate two (2) day suspension from District transportation to and from school.

Third Referral: will result in an immediate five (5) day suspension from District transportation to and from school.

The following will generally apply to violations of expectations 17 through 22:

First Referral: will be an immediate five (5) day suspension from all District transportation.

Second Referral: will be an immediate ten (10) day suspension from all District transportation.

Third Referral: will result in the immediate suspension from all District transportation. "RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

C. General Provisions Relating to Transportation/Bus Suspensions.

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school-sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension beyond twenty (20) school days must be approved by the school board.

If a pupil's transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the

parent or guardian of that pupil has the right to appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding the suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of pupil's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

D. Audio and Video Surveillance on School Buses.

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. See Board policy ECAF – Audio & Video Surveillance on School Buses.

E. Students with Disabilities.

Students with disabilities will be disciplined in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

JICD

STUDENT DISCIPLINE AND DUE PROCESS

A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of support and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

B. Standards and Procedures Relative to Disciplinary Consequences.

- 1. "Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or

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District rules or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Removals under this policy are not appealable.

- 2. “Restriction from school activities”** means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student’s parent/guardian.

Restrictions under this policy are not appealable.

- 3. “Detention”** means the student’s presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class and may occur on one or more Saturdays. Students may be assigned classroom detention at the classroom teacher’s discretion, and building detention at the Principal’s discretion, if the student refuses to obey the teacher/employee’s directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

- 4. “Temporary Reassignment”** or “in-school suspension” means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary

reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, is otherwise inappropriate, or is prohibited by law.

5. **“Probation”** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied. The building principal is authorized to place a student on probation for any of the reasons stated in paragraph 4, above.
6. **“Out-of-school suspension”** means the temporary denial of a student’s attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.
 - a. **Short-term suspension.** A “short-term suspension” means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

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

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.

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Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04.

- b. **Long-term suspension.** A “long-term suspension” is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided that if the Superintendent issued the original short-term suspension, then the School Board must either appoint another person to continue the short-term suspension and issue the long-term suspension (in accordance with the procedures set forth in Ed 317.04 (f) and 317.04 (j)), or do so itself.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process must comply with the requirements of Ed 317.04 (f), and 317.04(j)** including, without limitation, the requirements for advance notice and a written decision.

- c. **Appeal of long-term suspension.** Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent’s *[or other person designated under B.6.b, above]* hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(3), and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.
- Any suspension in excess of ten (10) school days shall remain

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in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- d. **Educational Assignments.** As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long-term suspensions.
- e. **Alternative Educational Services.** The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- f. **Re-entry Meetings and Intervention Plans.** Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended **more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. **Attendance Safe Harbor.** A student may not be penalized academically solely by virtue of missing class due to suspension.
7. **“Expulsion”** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.
- a. **Grounds for Expulsion.** An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:
 - i. A repetition of an act that warranted long-term suspension under section B.6.b, above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII;
 - iv. Criminal threatening pursuant to RSA 631:4, II(a); or
 - v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

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Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

- b. **Due Process to Be Afforded Prior to Expulsion.** Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f) through 317.04 (j)** are followed.
- c. **Duration of Expulsion.** An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.
- d. **Educational Services.** The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. Modification by Superintendent.

Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent

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is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

2. Review and reinstatement by Board.

A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

3. Modification of Expulsion for Firearms.

A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: that possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe school zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded, **and** that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education.

Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

E. Sub-committee of Board.

For purposes of sections B.6 and B.7 of this policy, “Board” or “School Board” may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a Principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

JICD-R

MEMORANDUM OF UNDERSTANDING

for administering the Provisions of RSA 193-D
Safe School Zones

1. General Principles

The School Board and the Police Department agree to work in a cooperative effort to provide a safe and healthy school environment for students, staff, and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents of school delinquency or criminal behavior in school, on school grounds, and at school-sponsored events.

This memorandum deals with the law enforcement response to any incident involving the possession, use, sale or distribution of alcohol and other drugs in a school setting or during any school-sponsored activity. This memorandum also addresses the efforts by the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults, as well as, children.

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The School Board and the Police Department agree to coordinate these efforts with the local prosecuting Attorney's Office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff or the community, the Police Department and the School District may act without regard to the Memorandum of Understanding. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees from requesting police assistance on matters not referred to in this Memorandum.

2. Definitions

The following terms, as defined in RSA 193:D-1 apply to this Memorandum:

- "Safe School Zone" means an area inclusive to any school property or school buses.
- "School" means any public or private elementary, secondary or secondary vocational-technical school in New Hampshire. It shall not include home schools.
- "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing, or performing continuing contract services for any public or private school, school districts, school departments or school administrative unit.
- "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

3. School/Police Liaisons

In order to facilitate prompt and clear communication of incidents School Board and the Police Department will designate individuals to serve as primary contact liaisons. The Superintendent of Schools shall designate the Principal and/or designee at each school as that school's Reporting Official. He/she shall be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale and/or distribution; (2) assault or violence; (3) possession of weapons; and/or (4) theft or destruction of property. The School District liaison will communicate information on such incidents to the Police Department.

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The Chief of Police shall designate a police officer(s) who shall be responsible for handling all reportable incidents brought to the attention of the Police Department by the school's Reporting Officials. In addition to communication between the Reporting Official and the Police Officer on the specific incidents mentioned above, it is recommended that the Official and Officer meet regularly to discuss the scope of these problems, and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to Police Department

1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:
 - a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property, or at school functions;
 - b. Possession, selling or distribution of any controlled substance (including drug paraphernalia) as defined in NH RSA 318-B, by an individual on school property, or at school functions;
 - c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property, or at school functions,;
 - d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks and explosives, as defined in NH RSA's 208, 644 and 159, on school property, or at school functions;
 - e. Arson under RSA 634:1 any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
 - f. Burglary under RSA 635: any person who enters a building to a separately secured section of a building, with a purpose to commit a crime;
 - g. Robbery under RSA 636: including any theft that is accomplished by the physical force or the threat of imminent use of force;
 - h. Thefts of property where the value is more than \$50.00, repeated occurrences of theft by one student, (thefts by students who are in the third grade or lower are generally not reported to the Police);

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- i. Homicides under RSA 630: any death shall immediately be reported to the Police Department, regardless of suspected cause;
 - j. Any first or second-degree assault under RSA 63 1, whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow-up, caused by another person. Investigation may reveal that not all of these incidents constitute an actual crime. Reporting will allow an investigation to be conducted;
 - k. Any sexual assault under RSA 632-A will be reported;
 - l. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property;
 - m. Threatening behavior under RSA 631:4 which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.
2. Discretionary Reporting Events are up to the Discretion of the Building Principal and/or designee.
- a. Refusal or neglect to conform to reasonable rules of the school or to clear, non-injurious directions given by staff member.
 - b. Simple assault incidents (which don't meet the criteria as stated in j. above), depending upon the nature of the incident, as determined by the school administration.
 - c. Theft, under RSA 637, of property under \$49.
 - d. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$49 or less of damage. This includes vandalism to school property.

B. Police Department Reports to School

1. The following information shall be reported by the Police Department to the School Principal and/or designee:
 - a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.
2. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:
 - a. The arrest and filing of a delinquency complaint against any student under the age of 17 years.
 - b. Other non-criminal activity that the Police Department deems pertinent to the student's well-being, including but not limited

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to threatening to attempt suicide; victimization of the student by a parent, caretaker or other individual.

5. Procedures for Reporting

- A. It is agreed that every school employee who has witnessed or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such a report shall immediately forward such information to the school Principal and/or designee. The Principal and/or designee shall then contact the Police Department by telephone and report the incident. The Principal and/or designee shall also provide the Police Department with a written report within 48 hours of the incident.
- B. The report required shall include:
 - 1. Identification of the act of theft, destruction, or violence that was alleged.
 - 2. The name and address of witnesses to the alleged act.
 - 3. The name and home address of any person suspected of committing the act.
- C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results a written police report.

6. School Response

- 1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
 - a. Confront the student with the nature of the offense;
 - b. Take the student to the Principal and/or designee's office;
 - c. Retrieve and turn over any physical evidence to the Principal and/or designee.
- 2. For Mandatory Reportable acts, the Principal and/or designee shall:
 - a. Notify the police and student's parent/guardian, and inform them of the nature of the incident;
 - b. Turn over any physical evidence seized and a written fact summary to the Police Department;
 - c. Initiate disciplinary action in accordance with Board policies.
- 3. For Discretionary Reportable Acts, the Principal and/or designee shall:
 - a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parent/guardian;
 - b. Initiate disciplinary action in accordance with Board policies.

7. Police Response

1. The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal and/or designee to investigate the incident, or take any other appropriate action.
2. During the investigation, the Police Officer may meet with the Principal and/or designee, the student, the student's parent/guardian and appropriate persons with knowledge of pertinent facts, if required.
3. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate the formal complaint process.
4. When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a weapon, and when probable cause exists for arrest, the Officer shall take the appropriate action to initiate the formal complaint process.
5. To the extent possible, precautions will be taken by both Police and school officials at all times to ensure the education process is not disrupted.

JICE-R

STUDENT PUBLICATIONS/PRODUCTIONS/WEBSITE PUBLICATIONS ADMINISTRATIVE PROCEDURES

In accordance with the Board Policies JICE, JICEA, and KDC, the following regulations will govern the review, approval, rejection, or revision of student-prepared articles for publication, inclusive of website publications, and student productions. These regulations will also govern the appeal process for students wishing to appeal the rejection or revision of an article proposed for publication or a proposed production.

• **Review Guidelines**

The Superintendent will designate building principals to oversee all materials to be published, performed or distributed by students. Each principal may designate primary responsibility for initial review to the relevant instructor or advisor. Any dispute shall be referred to the responsible principal for review and resolution. The Principal may also initiate review of any proposed publication, performance or other media materials prior to the publication or performance. Disputes over regulation by the Principal shall be referred to the Superintendent.

• **Authorization will ordinarily be granted provided:**

- A. The material is written by students currently enrolled in this school district.
- B. The author(s) are identified in a conspicuous location on all materials.

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- C. The material is free from libel, slander, obscenity, profanity, personal attacks or incitement to illegal action(s).
- D. The material does not demean any race, religion, gender, sexual orientation or ethnic group.
- E. The material does not interfere with or will not likely disrupt the school's or district's instructional mission, goals or safety.
- F. The material is free from unauthorized solicitation.
- G. The material is free from advertisements of cigarettes, liquor, illegal or illicit drugs, or drug paraphernalia.

- **Distribution**

The material shall be distributed or performed as directed by the principal or designee and in such a manner as not to interfere with or disrupt the normal educational process.

Students and/or other school personnel in violation of this policy and regulation will be subject to appropriate disciplinary action. Any disciplinary action taken will not abridge any individual's rights to due process under other district policies or under the law. Such distribution may not occur in a manner that interferes with school networks or websites or with circulation in any hallways, entrances, exits or passages, or to or from school buses, or in a manner that pressures uninterested students to access or view said material.

JICF

GANG ACTIVITY

It is the policy of the District that membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations, is prohibited.

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment and are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the school environment and educational objectives of the community are forbidden.

Incidents involving initiations, hazing, intimidation, and/or activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and or participating in activities which intimidate or affect the

attendance of another student will be subject to disciplinary action, including suspension and expulsion.

The Superintendent may provide in-service training in gang behavior and characteristics to facilitate staff identification of students at risk and promote membership in authorized school groups and activities as an alternative.

JICFA

HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing. This district does not permit or condone student hazing.

For the purposes of this policy, hazing is defined as any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when: (1) Such an act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and (2) Such an act is a condition of initiation into, admission into, continued membership in or association with any organization. Hazing includes but is not limited to an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities of taking necessary and appropriate disciplinary action toward any student or

employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

The Superintendent shall take reasonable measures within the scope of the District's authority to prevent student hazing. All hazing reported to the District or which any District staff member has knowledge of shall be promptly reported to law enforcement, as required by RSA 631:7, Student Hazing.

A copy of this policy will be furnished to each student and teacher in the School District, including being printed in the student handbook.

JICH

STUDENT SUBSTANCE ABUSE

A student shall not possess, use, transmit, sell, give, manufacture, be in the presence of, or be under the influence of any unlawful drug on the school grounds or at any school-sponsored activity on or off school premises.

For the purpose of this policy, an unlawful drug is defined as alcohol, tobacco, abused or misused prescription drugs/commercial products (e.g. inhalants) (over-the-counter medication) illicit drugs, or any other illegal substance.

Policy Statement:

This policy is based on the conviction that school should be a drug-free environment. Effective identification of substance abuse problems begins with consistent consequences incurred for violations of the school's chemical use policy. Therefore, violations of the substance abuse policy incurs simultaneous disciplinary action and referral to the student assistance program, emphasizing both our adherence to the code of conduct, the interscholastic athletic code, and our commitment to help troubled students.

Medications which a student has on prescription and carries onto school property for ingestion as prescribed by a doctor will be kept in the nurse or Principal's office.

If drug use or possession is suspected, the following procedure will be followed:

- A. Upon establishing suspicion that a student is engaged in the use of drugs, the staff or faculty member is to notify the office and request that an administrator or school official come to the location immediately. The treatment of and transfer of the student from the classroom or other locale should be handled as tactfully as possible. Faculty, staff member, or school official initiating this process should follow up in a timely manner,

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listing/detailing the observed behaviors/indicators which aroused suspicion.

- B. Student is then escorted to the office for further evaluation.
- C. If the administrator determines that a search is needed, the search procedure should be handled as follows:
 - 1. **Personal Search:** The Principal or designee should secure from the student the known or suspected contraband. The search procedure should be conducted in accordance with School Board Policy JIH
 - 2. **Lockers, Desks, etc.:** When there seems to be reasonable cause to believe that a locker or desk should be searched for contraband, the search should be conducted in accordance with School Board Policy JIH
 - 3. **Automobiles:** When there seems to be reasonable cause to believe that an automobile should be searched for contraband, the search should be conducted in accordance with School Board Policy JIH
- D. Student will be questioned by the Principal or his/her designee and one other staff member to determine admission or denial or guilt or involvement.
- E. School Resource Officer or other certified personnel will then assess the student for presence of substantial indicators of substance abuse. (This assessment may include a field sobriety test, HGNA, or other means.)
- F. Upon establishing support for original suspicions of substance use, the parent/guardian is contacted and notified of the offense.
- G. The student will participate in a short-term substance abuse educational program. Confirmation to the school will be needed within three days of the offense that the student will be entering the substance abuse program.
- H. The student will undergo an informal assessment which will be conducted by a staff assessment team which may consist of a representative of the Administration, a Guidance Counselor, and /or a substance abuse resource person.
- I. If deemed appropriate by the staff assessment team, the student may be required to undergo a formal assessment to be conducted by a psychologist or other person qualified to conduct such an assessment. (This will be at the expense of the parents/guardians).
- J. The student will participate in a program designed to respond to the individual student's problem/degree of substance abuse.

Policies

Such a program may include a related educational, preventative program, counseling by a specialist, and/or therapy. Parents/guardians will be financially responsible for such a program. The student and parents will also be made aware of the available support systems within the school and community.

- K. Any student found selling, possessing, distributing, or giving away unlawful substances will be turned over to police authorities immediately and suspended from school at once pending School Board action.
- L. The parent/guardian may, if they wish, have the student's blood/urine tested (at the school's expense, if necessary) to confirm or refute suspected drug use. The school will receive a copy of any tests paid for by the school.

Upon confirmation of drug use through blood/urine testing OR upon refusal to submit to testing the student will be suspended for five days. Prior to returning to classes, a meeting with family, the student, and SAP (Student Assistance Person) will be arranged to determine the next steps.

The general criterion to be used by the Principal/Assistant Principal in administering these guidelines shall be in the best interests of the total school population and the maintenance of the educational environment for Lin-Wood Public School.

JICI

DANGEROUS WEAPONS ON SCHOOL PROPERTY

Guns and Firearms - Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

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 the control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to:

slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

“Weapon” is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used and is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and 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 may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

JICJ-R

STUDENT RESPONSIBLE USE OF ALL ELECTRONIC DEVICES

Personal electronic devices may be used by High School students during the school day as outlined in the terms below:

- In the multi-purpose room before school, during break, during lunch; in the gymnasium before school, and during high school break. Phones used in these areas must be set to silent at all times and voice calls can only be made and/or received in the office and with permission.
- Use of personal electronic devices is not allowed in hallways during transition between 7:00 a.m. and 2:30 p.m.
- Personal electronic devices will be placed in a designated holding area at the beginning of class.
- Electronic devices can be used with permission and under supervision by a teacher for educational purposes.
- The District’s personal electronic device rules will be posted in the classrooms.

Middle School students are prohibited from using cell phones and cell phone paraphernalia during the school day unless with permission and under the direct supervision of a teacher for educational purposes.

Policies

Students who violate this policy will be subject to these consequences:

- 1st offense: Student will be instructed to put phone away.
- 2nd offense: Parent will be notified and student's device will be left in the office. Student may pick up device at the end of the day.
- 3rd offense: Parent will be notified and student will leave device in office each morning and pick up device at the end of each school day for 3 consecutive days.
- 4th and subsequent offense: Parent will be notified and will be handled administratively.

Lin-Wood Public School Network is used to:

- Expand learning;
- Research topics for class projects or for personal learning;
- Create products highlighting learning;
- Learn how to be a responsible and productive digital citizen.

Students need to know:

- Electronic devices include but are not limited to computers, netbooks, Chromebooks, iPads, iPods, tablets, cell phones, cameras, watches, and other electronic devices that allow the user to create and communicate.
- Students are responsible for all their online activities.
- Students are responsible for obeying all laws, including copyright.
 - Students may not use the District logo or other District-owned content on personal posts.
- Students do not have the right of privacy when accessing the Internet or network while at school.
- Communicating electronically includes using camera and cell phone to communicate visually.
- When communicating electronically, ask: Is it safe? Is it kind? Is it respectful? Is it appropriate?
- Students do not have an absolute right to take, publish/post photographs or videos of others at school, as it may impact their individual rights of privacy.
- Bullying as a form of harassing someone either in person or electronically is wrong, violates the Code of Conduct, and is against the law.
- Information found on the Internet is not necessarily true or accurate.

As responsible and productive digital citizens students WILL:

- Follow all school rules and laws when using electronic devices at school;
- Not damage equipment, upload harmful files, damage files, delete files, or access someone else's files because it impacts others;

Policies

- Keep my password to myself and will not share it with others;
- Not search for or try to access obscene, harmful, or inappropriate material;
- Close the window and tell a responsible adult if inappropriate material is accidentally accessed;
- Not post or send hurtful, offensive or inappropriate material;
- Behave honestly, fairly, and with integrity when posting online, including on social networks;
- Follow rules of network etiquette, and will be polite when communicating with others electronically;
- Not use bad language or access messages from others who use bad language;
- Not post or share pictures of others without their knowledge and approval;
- Stay safe and will never meet or give out personal information such as name, phone number, or address to someone they met on the Internet without express permission;
- Discuss online activities with their parents so they understand how the student is learning to be a good digital citizen;
- Understand administrators and/or designee have the right to access student's online activities while in school if they are concerned about the student's safety or the safety of others;
- Not use others' work without permission or without citing their work according to copyright laws;
- Ask a responsible adult if unsure how to do something or whether something is okay to access or do.

JICK

PUPIL SAFETY AND VIOLENCE PREVENTION BULLYING

I. Definitions (RSA 193-F:3, F:2)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:
 - a. Physically harms a student or damages the student's property;
 - b. causes emotional distress to a student;
 - c. interferes with a student's educational opportunities;
 - d. creates a hostile educational environment; or
 - e. substantially disrupts the orderly operation of the school."Bullying" shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal

Policies

characteristics, behaviors, or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyber bullying.
3. Victim is defined as a pupil against whom bullying or cyberbullying has been perpetrated.
4. Perpetrator is defined as a pupil that engages in bullying or cyberbullying.
5. Electronic Devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, websites, social media and apps.
6. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
7. School sponsored activity includes but is not limited to educational or extra-curricular activity.

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

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

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

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

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

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

III. Statement prohibiting retaliation or false accusations (RSA 193-F: 4, II (b))

False Reporting

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

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

Reprisal or Retaliation

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

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

Process to Protect Pupils from Retaliation

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

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

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

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

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

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

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

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

Staff and Volunteers

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

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

Students

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

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

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

Parents

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

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

Additional Notice and School District Programs

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

VII. Procedure for Reporting Bullying (RSA 193-F: 4, II (f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

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

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

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

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

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

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

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

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

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyber bullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit from the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.

Policies

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such an extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.
9. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, the District may request a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation. Failure to share social media information is not grounds to dismiss the case.

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

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

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

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

- Admonishment
- Temporary removal from classroom

- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

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

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F: 4, II (l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

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

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

XV. Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to the School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and the State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

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

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

XVII. Capture of Audio Recordings on School Buses

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

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

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

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy **JRA** shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

JICL

SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user

privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

JICL-R

ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, cloud-based computing services, CD-ROM, and any new technologies as they become available. All computer or network-enabled devices issued by the District are governed by this acceptable use procedure.

The School District Services

The Lincoln-Woodstock Cooperative School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. District information network resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all requirements for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.

Policies

2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable.

Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses; distributing quantities of information that overwhelm the system; and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.
12. Uses an account not their own.

Electronic Mail Account Guidelines

Students will have an electronic mail account to use as a tool for communications. As a user, the student is responsible for checking and reading messages on a regular basis at least once per school day. Communications over the network require general rules and standards for professional behavior and communication. Copies of all emails that are sent and received to any Lin-Wood.org account are archived.

Network administrators will review files and communications to maintain system integrity and to ensure that students are using the system responsibly. Users should not expect that files stored on the district or email provider servers are private.

The following behaviors are NOT permitted using a school district issued email account:

1. Using the e-mail for anything other than academic/school use.
2. Altering of the display name or other email settings for the account.
3. Sending or displaying offensive messages or pictures using the school district issued email account.
4. Harassing, insulting or attacking others in e-mail communications.
5. Forgery or attempted forgery of electronic messages.
6. Using others' email account passwords.
7. Trespassing others' folders, documents, or files.
8. Knowingly engaging in practices that threatens the network (e.g. transferring files that may introduce a virus or destructive software).
9. Violating copyright laws
10. Employing the network or email system for commercial purposes (e.g., Crypto Mining software, phishing)

Whenever an e-mail message is sent, the user's name and school district-issued user IDs are included in each mail message. The user is responsible for all emails originating from that user's ID. By accepting an account, the student acknowledges that the designated system administrators will have access to the student's email and that email may be made available to district, local, state, and federal officials in conjunction with any investigation.

Violations will result in a loss of email access and disciplinary action. When applicable, law enforcement agencies will be involved.

Agreement for Use of Computer Accounts, 3rd Party Sites/Software Applications

Third-party sites/software applications are web resources or websites that students log in to that are hosted by other companies. The Lincoln-Woodstock Cooperative School District uses both free and paid subscription online third-party sites/applications. Examples of third-party sites/applications are Google, Office 365, etc. Third-party sites/software applications and their uses within the District are further defined in the Lin-Wood Data Governance Manual.

1. The student's third-party accounts are for storing data files of schoolwork only. Students may not have any programs, games, network, zipped, or hidden files in ANY third-party service account.
2. Access to any third-party account issued by the School District is limited to the network administrators, staff, and students. Student files are not private.
3. Any School District issued device will be cleaned out at the end of each school year. If a student has files on a School District device from a third-party service, the files should be uploaded to the Google Drive.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Access Release Form

As a condition of the right to use the School District network resources, including access to the Internet, students understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.

Policies

2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and students hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes a violation of the Acceptable Use Procedures or Code of Conduct.
7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

JIH

STUDENT SEARCHES AND THEIR PROPERTY

The superintendent, principal, security personnel of the school or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the student's person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school

Policies

activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.

2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.
3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Strip searches are forbidden. No clothing except cold weather/ outdoor garments and footwear will be requested to be removed before or during a search.
5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.
6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Two authorized persons shall be present during any search of a student or student property.
7. The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.
8. Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.

Policies

9. Absent an imminent threat, every attempt will be made to contact the student's parent or guardian prior to conducting the search of a student. In all cases, the student's parent or guardian will be notified.

In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.

Searches of student automobiles are governed by Board Policy JIHB.

JIHB

SEARCHES OF STUDENT OPERATED AUTOMOBILES ON SCHOOL PROPERTY

Students recognize that parking automobiles on school property is a privilege and not a right. As part of this privilege, the district may search student-operated automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having automobiles searched by parking in school parking lots.

In the event an employee of the school district has reason to believe that drugs, drug paraphernalia, or weapons are present in a student-operated automobile, that employee will inform the building principal or designee, who will then conduct a search of the automobile. The principal or designee shall fill out a vehicle search form, which will be maintained by the district.

JI-R

STUDENT COMPLAINTS AND GRIEVANCES IN THE FEDERAL MEALS PROGRAM

In accordance with Federal civil rights law and the U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

All students shall have the right to peaceably and responsibly advocate change of any law, policy, or regulation. Adequate opportunities shall be provided for students to exercise their rights through channels established for considering such complaints involving Food Service.

A complaint is an assertion by a student that there has been a violation or misinterpretation, or inequitable application of district policies, regulations and procedures, existing laws, or their actions that adversely and directly affect the student personally.

Policies

It is the intent of this procedure that student complaints shall be identified and corrected at the earliest possible time, and the lowest level of supervision.

Complaint processing should be viewed as a positive and constructive effort, which seeks to establish the facts upon which the complaint is based and come to a fair conclusion. Students will not be discriminated against nor will reprisal be attempted against a student because he/she filed a complaint.

Procedures:

Complaints shall be processed according to the step-by-step procedures outlined below:

At any point in time, the student may contact the Washington Office of Agriculture by following the guidance within the non-discrimination statement. The Superintendent and/or designee can help in this process, as needed.

1. Building Site Level (Step 1)

- a. A complaint concerning Food Service will be presented by the student(s) to the classroom teacher. If the complaint is not resolved, the complaint will be placed in writing and presented to the administrator of the building.
- b. Within 5 workdays of receiving the complaint, the administrator of the building will render a decision in writing to the complainant and the person or persons originally involved in the complaint.

2. Site Level (Step 2)

- a. Within 5 workdays after receiving the decision at step 1, the complainant may appeal the decision, in writing, to the principal.
- b. The principal, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the immediate supervisor and to the person or persons originally involved in the complainant.

3. District Level (Step 3)

- a. Within 5 workdays after receiving the decision at Step 2, the complainant may appeal the decision, in writing, to the Superintendent, or official designee.
- b. The Superintendent, or official designee, will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the principal, or immediate supervisor, and to the person or persons originally involved in the complaint.

4. Beyond these local steps, the complainant may register their complaint with the State Agency, the Northeast Regional Office and/or Food & Nutrition Services in Washington, DC.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the **USDA Program Discrimination Complaint Form**, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

JJE

K-12 STUDENT FUNDRAISING POLICY

The Board recognizes that students may wish to engage in fundraising activities. All such fundraising activities require prior approval of the Fundraising Committee. (The Committee shall consist of Administration, Faculty, Student and Board Representation.) Fundraising projects should be conducted so that they do not interfere with educational goals and objectives and/or community standards.

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Policies

1. One, such as a person or an organization that raises funds.
2. A social function or activity, such as a raffle or musical concert, held for raising funds.

The Fundraising Committee shall review every fundraising project. Seniors will have priority in the event of a conflict of timing or project choice.

1. Student clubs, programs and organizations will be allowed five fundraisers per year, provided that by June 30th they have provided the Fundraising Committee with their plans.
2. Classes will submit plans for any fund-raising event that will take place prior to November 1st to the Fundraising Committee by June 1st. The committee will meet one more time before school ends to approve the events.
3. Classes have a deadline of November 1st to submit plans for a set number of fundraising events that will take place throughout the year. The number of allowed fundraisers for each class is as follows:

Freshmen	Two Fundraisers
Sophomores	Three Fundraisers
Juniors	Three Fundraisers
Seniors	Two Fundraisers

4. Concessions, Breakfasts and Homecoming will not count towards your fundraiser allotment.
5. In cases such as new advisors, weather cancellations, school-wide events, and/or unexpected or emergency situations, an appeal for a new/unscheduled fundraiser may be made to the fundraising committee.
6. The elementary school and middle school will be allowed one fundraiser per year as a building fundraiser, the proceeds of which are to be used to benefit their respective building.
7. Raffles may be used only by Senior, Junior and Sophomore classes and will count as one of their fundraising projects. However, the following criteria would have to be followed.
 - A. Seniors 1 raffle - given first choice
 Juniors 1 raffle - given second choice
 Sophomores 1 raffle - given third choice
 - B. No raffle prizes should total over \$1,000.00 in value unless prior permission is granted by the School Board.
 - C. An exact date must be set for the beginning and the ending of the raffle (Raffles will not last longer than two months to give others an opportunity to have one).

Policies

- Please remember that there are activities that are traditionally sponsored by clubs, programs, organizations, and classes on a yearly basis. The Fundraising Committee can provide this list (i.e. FBLA-Candy Grams, Student Council dances) and as a courtesy this tradition should be continued in the spirit of cooperation.

JJE-R

SENIOR CLASS TRIP

The Senior class trip, which is funded through money-raising projects, is a privilege which represents the culmination of four years of student participation toward a common goal.

The Board expects trips involving social, cultural, and educational experiences, which might otherwise be unavailable to our students.

Students should begin to plan during the freshman year as a goal to be attained as seniors. Class members, their parents, and the class advisors as representatives of the school, should be involved in the planning stages.

You do not need to have a fundraiser each year.

Class trips are financed through fund raising events based upon the following schedule:

Fundraisers

Freshmen	Two Fund Raisers
Sophomores	Three Fund Raisers
Juniors	Three Fund Raisers
Seniors	Two Fund Raisers

You must fulfill the Community Service Activities Schedule each year in order to go on a class trip. By the senior year, overall participation in community service must include at least 51% of the class per community service activity. The class advisors will present the Community Service Activities to the Administration for approval.

Community Service Activities

Freshman	Two Activities
Sophomores	Two Activities
Juniors	Two Activities
Seniors	Two Activities

(must have a total of 8 by the end of senior year)

The following requirements must be met prior to the final approval by the Board of any class trip involving an overnight and/or long distance travel:

Policies

1. All Senior class trips will be scheduled to take place during non-school days.
2. Up to three options, one to be selected, for their senior trip must be presented to the Board at the first meeting in March of their junior year. Seniors will have all fund-raising for their class trip completed by November 15th of their senior year.
3. Plans for consideration of a class trip must be submitted to the Board no later than 1st Board meeting in September of their senior year in question. The outline shall include:
 - a. Positive educational benefits to be derived.
 - b. List of chaperones for Board approval.
 - c. Preliminary itinerary of activities to be scheduled.
 - d. Policy JJE applies to all class trips.
4. A proposed itinerary must be submitted for approval by November 1st with no expenditures made prior to Board approval. The proposed itinerary shall include a budgetary breakdown including all costs and an update of class fundraising and account balance.
5. Travel expenses for all chaperones will be paid out of class funds. Ratio of student to chaperones are as follows:
 - High School day trips - 10:1
 - High School overnight trips – 7:1
6. Any trip greater than 2 nights/3 days will require the use of a travel agency or travel group. There are many transportation/travel agencies that deal with senior class trips.
7. All travel must be within the continental U.S.
8. Every student's needs should be supported through class funds. Consideration for additional chaperones will be taken based on individual needs.

All requirements must be met before final approval is given. The Board will refuse permission for a class trip that has failed to meet the above requirements.

Each class is required to submit a written report to the Principal or listed designee by June 1st of each year. The report will outline the following:

1. Fund raising projects held during the year.
2. Community involvement projects.
3. Extent to which student involvement was encouraged and the total number of class participants.

A brief critique of the success of the projects undertaken and suggestions for their improvement will be included in the report.

EXTRACURRICULAR ELIGIBILITY

Students are considered eligible for sports, plays, clubs, and other activities such as graduation marshal, student council and jazz band when they meet the following criteria.

Grade reports are defined as end-of-term report cards.

Students may not exceed one failing grade for the term. A failure in successive grade reporting periods (terms) will result in the student being ineligible to participate in NHIAA events. Students may regain eligibility by passing all classes at the next grade reporting period (term).

Students who do not meet the NHIAA requirement of four passing units are ineligible. A unit of work reflects a course that meets the equivalent of five (5) times per week.

All changes in eligibility status go into effect the day following the issuance of report cards or interims

ATHLETIC/EXTRACURRICULAR RULES

1. Students are expected to be in school the day of AND the morning AFTER a game or activity. One exception for a tardy the day of and/or absence the day after a game or activity will be allowed per season provided the pupil is in school prior to the beginning of the second class period on the day of a scheduled event. (A doctor's note is requested for injured students.)

2. Use or possession of illegal substances (including tobacco products) on or off school grounds suspends a student's participation in that sport/extracurricular activity;

First Offense: Student/Athlete will agree to the following or not participate for the remainder of the sport's season and/or the next season's sports.

- Minimum suspension of 20% of NHIAA-sanctioned events (2 competitions minimum, Varsity or Junior Varsity) remaining in the season or continued into the next sport/activity in which a student participates.
- Minimum of 4 sessions with Student Assistance Program (SAP) Coordinator.
- Students will participate and attend all team functions, competitions, and practices during the suspension period (30 Days).
- Meet with Coach, SAP coordinator, and AD to reflect on learning experiences with SAP and to present individual goals for the remainder of the season.
- Loss of captancy.

Policies

Second Offense:

- 45 School days suspension from extracurricular activities.
- Mandatory 4 sessions with Student Assistance Program (SAP) Coordinator.
- Students will not participate or attend any team functions, competitions, or practices during the suspension period (45 School Days).
- 5 hours community service designed to bring substance awareness to peers.

Third Offense:

- Student forfeits any sporting eligibility for the remainder of his/her high school career.

Petitioning for reinstatement may be allowed after all conditions of second offence have been met and one (1) year of suspension satisfied.

3. Eligibility rules: NHIAA eligibility rules apply to transfer students for their 1st quarter at Lin-Wood. Thereafter, Lin-Wood standards are applied.
4. All students participating in activities in grades 6-12 must purchase an Activities Association (AA) card (\$5.00). (This card can be used as admission to the home varsity basketball games.)
5. All students participating in JV and varsity athletics need to have a record of a physical on file and furnish proof of accident insurance coverage each year to the office.
6. All students participating in athletics in grades 6-12 need to have a record of a medical statement provided by a physician (within the meaning of NH RSA 329) certifying the student-athlete has passed an annual pre-participation physical examination and furnished proof of accident insurance coverage each year to the office.

ATHLETIC CODE OF CONDUCT

1. All athletes shall abide by a code of ethics which will earn them the respect and honor that participation and competition in the interscholastic program affords.
2. Any conduct that results in dishonor to the athlete, the team, or the school will not be tolerated.
3. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, or violation of the law will not be tolerated.

PENALTIES FOR VIOLATION

1. Due to the serious nature of this rule, the coach involved, the athletic director, and the principal shall meet and determine the penalty according to the degree of the infraction.

IMMUNIZATION OF STUDENTS

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then-current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be “conditionally” enrolled and allowed to attend school when the parent/guardian provides:
1. Documentation of at least one dose for each required vaccine; AND
 2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.
- D. Military Children and Military Connected Students. Pursuant to the Interstate Compact on Educational Opportunity for Military Children (RSA 110-D:5, III) and Board Policy JFAM, immunization(s) (or for a series of immunizations, the initial vaccination(s)) shall be obtained within 30 days from the date of the military child/military-connected student’s enrollment, or within a time frame determined under the rules of the Interstate Commission.

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E. Health and Religious Exemptions.

1. Medical Exemption. A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c, I from his/her physician that immunization will be detrimental to his/her health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician's written statement and will continue for the greater of one year or the length of time stated in the physician's statement.
2. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child's parent/guardian, stating that the child has not been immunized because of religious beliefs.

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

- F. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

CERTIFICATE OF RELIGIOUS EXEMPTION

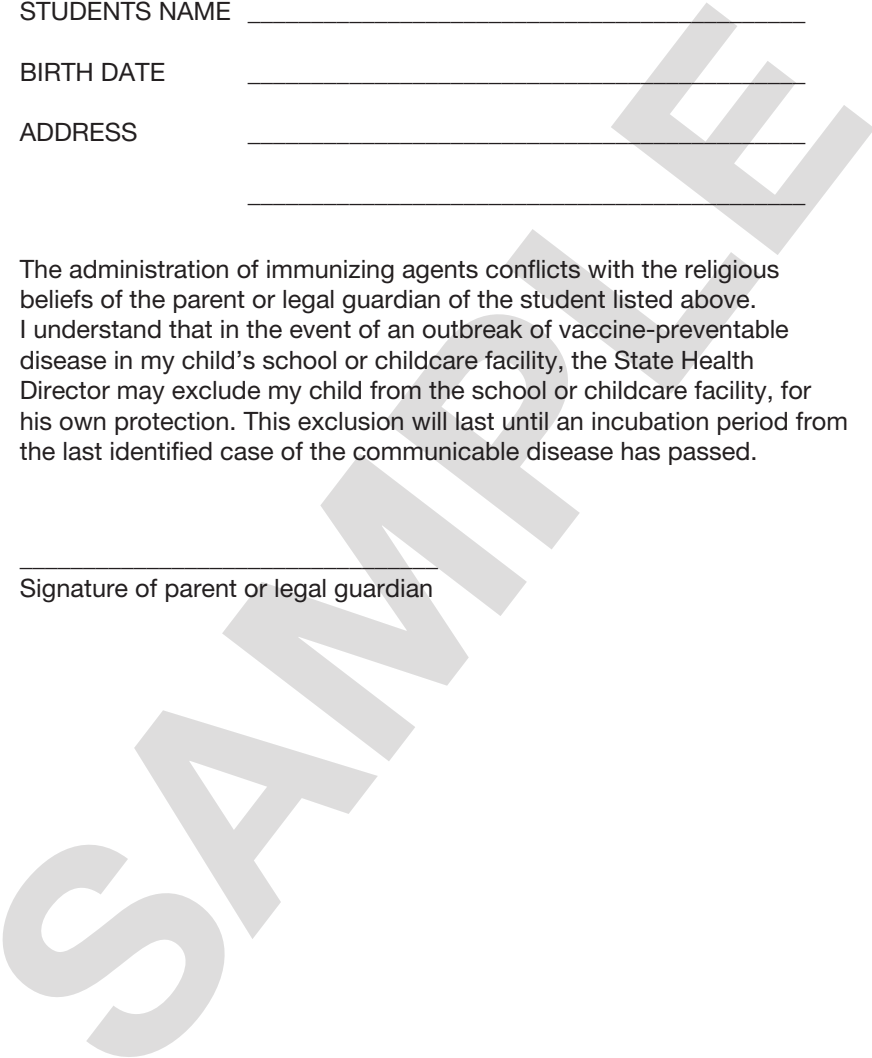
STUDENTS NAME _____

BIRTH DATE _____

ADDRESS _____

The administration of immunizing agents conflicts with the religious beliefs of the parent or legal guardian of the student listed above. I understand that in the event of an outbreak of vaccine-preventable disease in my child's school or childcare facility, the State Health Director may exclude my child from the school or childcare facility, for his own protection. This exclusion will last until an incubation period from the last identified case of the communicable disease has passed.

Signature of parent or legal guardian



ADMINISTERING MEDICINE TO STUDENTS**A. General Provisions for Administration of Medication.**

Medication whether prescription or over-the-counter (“OTC”), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 (“the school nurse”). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal’s designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student’s need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. *Prescription Medication* will be administered in school only after receiving and filing in the student’s health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
2. *Over-the-Counter Medication* may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber’s order, or

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further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician's assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as required by law, and is consistent with the provisions of Board policy JLCE.

C. Field Trips and School Sponsored Activities.

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-sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the-counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

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The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building-specific protocols regarding receipt and safe storage of prescription medications.

PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

These administrative procedures are intended to implement School Board policy JLCD “Administering Medication to Students”. Pursuant to that policy, any medication, whether prescription or over-the-counter (“OTC”) administered to or taken by students during the school day or school activities shall comply with School Board policy JLCD and these procedures.

A. Written Authorizations

1. **Prescription medications:** In order for prescription medications to be given at the school, the following shall occur:
 - a. The school nurse shall ensure that a written statement from the licensed prescriber containing the following
 - i. be filed in the student’s health record:
 - ii. The student’s name;
 - iii. The name and signature of the licensed prescriber and contact numbers;
 - iv. The name, route, and dosage of medication;
 - v. The frequency and time of medication administration or assistance;
 - vi. Any special side effects, contraindications, and adverse reactions to be observed;
 - vii. The date of the order; and
 - viii. A diagnosis, if not a violation of confidentiality;
 - b. The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
 - i. The parent and/or guardian’s printed name and signature;
 - ii. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian, or student that such medication be documented; and
 - iii. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication;
 - c. The school nurse shall ensure the authorization or other accessible documentation contains:
 - i. The parent and/or guardian’s home and emergency phone number(s); and

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- ii. Persons to be notified in case of a medical emergency in addition to the parent or guardian and licensed prescriber.
2. **Non-Prescription/Over-the-Counter Medications:** Non-prescription and OTC medications shall be administered only with the written authorization of the parent and/or guardian. The authorization shall contain the same information, with the same access, as is required relative to prescription medications in paragraphs A.1.b & c, above.

To the extent consistent with the N.H. Nurse Practice Act, RSA 326-B and applicable state regulations, the school nurse may accept verbal authorization from a parent/guardian or licensed healthcare provider, to be followed with written confirmation per Board policy JLCD.

B. Delivery of Medication to School

1. 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:
 - a. The prescription medication shall be in a pharmacy or manufacturer labeled container;
 - b. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
 - c. The medication may be delivered by other adult(s), provided, that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

C. Storage of Medication

1. All medications shall be stored in their original pharmacy or manufacturer-labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication maybe transferred from this container to a newly labeled container for the purposes of field trips or school-sponsored activities.
2. All medication to be administered by the school nurse shall be kept in a securely-locked cabinet which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in a locked box in a refrigerator maintained at temperatures of 38 degrees to 42 degrees.
3. Emergency medications may be secured in other locations readily accessible only to those with authorization. No more than a 30-school day supply of the prescription for a student shall be stored at the school.
4. Consistent with N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

D. Documentation & Communications Regarding Administration of Medication

1. The school nurse (or, in the school nurse's absence, the Principal/designee) will document the following information regarding medication taken by each student:
 - a. Name of medication taken/administered;
 - b. Dose and route of administration;
 - c. Date and time of administration;
 - d. Signature, initials, or electronic signature/verification of adults present; and
 - e. Other noteworthy comments or information relating to significant observations relating to prescriptions, a medication's adverse reactions, beneficial effects, etc.
2. If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.
3. Each school nurse shall develop and maintain a paper or electronic system to document the information required in paragraphs D. 1 & 2. Such a system shall allow for secure communication or the information recorded in items D. 1 & 2 to the child's parent/guardian and/or licensed prescriber.
4. The recording system shall allow additions but must ensure that the original information cannot be deleted. Any changes must be signed by the school nurse, principal, or designee in conformance with Board policy DGA "Authorized Signatures."
5. The system shall assure retention of records in accordance with paragraph E of these procedures.

E. Student Health Records

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record. An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

Student health records shall be retained in accordance with Board policy EHB and the District's Data/Records Retention Schedule, EHB-R, or any superseding statutes or regulations. Health records concerning students who receive special education services shall be retained according to the provisions of the Data/Records Retention Schedule pertaining to special education.

Record shall be available to representatives from the State Division of Public Health and/or State Department of Education to the extent consistent with the Family Education Rights and Privacy Act ("FERPA").

MEDICAL TREATMENT – PARENTAL CONSENT

A student's participation in any program that provides medical or dental treatment in a school setting shall require the explicit written consent of the child's parent or legal guardian.

The Superintendent will ensure that beginning of year forms and enrollment packets will include specific consent options for:

1. Screenings (including vision, hearing, scoliosis, and other screening);
2. Disclosure of student health status to school staff;
3. Authorization for providing medication (see Board policy JLCD, and procedures JLCD-R;
4. Non-emergency care or treatment;
5. Other specific consents the Superintendent, in consultation with the nursing staff finds appropriate or necessary.

When a student signs up for a school co-curricular program or activity, the Superintendent will ensure that those students' parents/guardians provide consent for first aid, treatment, and screenings with respect to any injury or condition occurring as a result of the activity or that would potentially impact the student's ability to participate or return to play and or school. This consent form may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics. See Board policies JLCJA and JLCJ.

If a program that provides medical or dental treatment (e.g., "children's oral health initiative") is scheduled after the start of the school year and does not fall within the consent forms in the beginning of year forms and enrollment packets, the Superintendent or his/her designee will ensure that each student's parent/guardian provides written consent prior to their child's participation.

The Principal or his/her designee will be responsible for ensuring each student returns a copy of the signed consent form(s) and maintains the forms in an accessible manner.

Student Wellness Policy

The Board believes that students who learn and practice healthy lifestyles may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk to obesity, diabetes and other chronic diseases.

A Wellness Advisory Committee will be established with the purpose of assessing the nutrition and physical activity environment throughout grades K-12 and make annual recommendations to the Board for a comprehensive wellness program. The committee shall consist of representation from parents, students, the school's food service program, the School Board, the administration, and the public.

As part of the program, students will be given opportunities to gain knowledge, skills, behavior and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of nutritional education and physical activity across the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs.

All food and beverages available on the school campus contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans. The school will offer food choices that are nutrient-dense per calorie, have low fat and low sugar content, are of a moderate portion size, and include whole grains, a variety of fruits and vegetables, and low-fat dairy products. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high-quality meals. The USDA nutrition guidelines apply to the school lunch and breakfast programs, and reimbursable food programs.

Free and Reduced Meals: Eligibility for and distribution of free and reduced-priced meals will be provided with confidentiality in accordance with state and federal requirements. (See also JLCF-R)

EXCLUSION OF STUDENTS FROM SCHOOL FOR ILLNESS

A student may be excluded from the classroom when he/she exhibits symptoms of a contagious or communicable illness, is otherwise a hazard to him/herself or others, or any of the following as determined by the school nurse or in his/her absence the School Principal or designee:

- A temperature of 100.4 F orally.
- Uncontrolled diarrhea.
- Vomiting two (2) or more episodes in a 24 hour period.
- Rash with fever.

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- Symptoms and signs of illness i.e. uncontrolled coughing, persistent crying, difficulty breathing, wheezing, or lethargy.

Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made pursuant to Board policy EBCG.

Exclusions based upon hazards other than contagious or communicable disease may only occur with the approval of the Superintendent.

Parents will be notified if their child is excluded from school and provided with criteria for readmission.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to any child with a disability as defined in Ed 1102.01(t), those laws shall govern and shall supersede this policy to the extent this policy may be inconsistent with those laws.

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SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state, and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review.

The Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

- a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
- b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
- c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
- d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals,

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- post-intervention and resources available within the school and community;
- e. Confidentiality considerations;
 - f. Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g. Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information for Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
 - c. developing - or assisting individual teachers with the development – of age-appropriate student educational

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programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;

- d. developing or assisting in the development of the annual staff training required under section C of this policy;
 - e. Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. **Building Suicide Prevention Liaison.** The School's Guidance Counselor, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall ensure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

E. Student Identification Cards. The 988 Suicide and Crisis Lifeline shall be labeled on student identification cards for all students in grades 6-12 and include the telephone number; dial/text 988 or chat online at 988lifeline.org/chat. Prior to the start of each school year, the Superintendent shall certify that the contact information for the 988 Suicide and Crisis Lifeline is accurate and up to date.

REPORTING CHILD ABUSE OR NEGLECT**A. Statutorily Mandated Reporting – All Persons.**

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. **See** N.H. Code of Conduct for Educators, Ed. 510.05 (e).

The report should contain:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child’s welfare,
- c. the specific information indicating neglect/abuse or the nature and extent of the child’s injuries (including any evidence of previous injuries),
- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to **DCYF, call 24/7 (800) 894-5533** (in-state) or (603) 271-6562. **In cases of current emergency or imminent danger, call 911.**

B. Additional provisions relating to school employees, volunteers and contracted service providers.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally but must be supplemented with a written report as soon

as practicable after the initial report, but in no event longer than one calendar day.

1. Request for Assistance in Making Initial Report.

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

- a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

2. Principal's Action upon Receiving Report.

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

3. Requirements for Reporting of Other Acts.

Employees/contract providers are also reminded of the requirements to report any act of "theft, destruction, or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671:7. See also Board Policy GBEAB. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction, or violence.

C. Signage and Notification.

The Superintendent is directed to ensure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the, Division for Children, Youth, and Families, that contains instructions on how to report

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child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

D. Training Required.

The Superintendent shall ensure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.

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STUDENT AUTOMOBILE USE

Student use of an automobile on school grounds is a privilege. Careless driving, including speeding, is prohibited and is subject to school disciplinary action. Anyone guilty of careless driving may be reported to the police.

Improper use of a motor vehicle on school grounds can result in suspension from school. Driving a motor vehicle from school grounds during the school day without authorization will be considered improper use of a motor vehicle and will be considered grounds for suspension. Parking at the school is a privilege granted by the school and the privilege will be withdrawn if it is abused. If a student leaves the school grounds in a motor vehicle without authorization, parents will be notified and the student will be subject to disciplinary action up to and including suspension from school.

Automobiles must be parked in the designated parking area. Drivers and their passengers must leave the vehicle as soon as they arrive at school. Students, including the driver, are not allowed in vehicles during school hours, except for arrival, departure, or for pre-approved Junior/Senior release. Additionally, limited school-day vehicle access for forgotten items may be permitted on a case-by-case basis with permission from the main office. School-day vehicle access of any kind may be revoked if the privilege is abused.

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STUDENT RECORDS AND ACCESS - FERPA

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

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- B. “Education Record”.** For the purposes of this policy and in accordance with FERPA, the term “educational record” is defined as all records, files, documents and other materials containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. “Directory Information”.** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:
1. Student name(s), address(es), telephone number(s), and date(s) of enrollment;
 2. Parent/guardian name(s) and address(es);
 3. Student grade levels, enrollment status and dates of attendance;
 4. Student photographs;
 5. Student participation in recognized school activities and sports;
 6. Athletic team member weight and height;
 7. Post-high school plans; and
 8. Student diplomas, certificates, awards or honor(s) received.

Except for elements of a student’s directory information which the student’s parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student’s parent/eligible student. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until September 30 to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

- D. “Personally Identifiable Information”.** “Personally identifiable information” is defined as data or information which makes the individual who is the subject of a record known, including information such as: a student’s name; the student’s or student’s

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family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's birth name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student; that would: allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty; or other information requested by a person whom the District reasonably believes knows the identity of the student to whom the education record relates.

E. FERPA Definition of "Parent". For the purposes of this policy, the term parent shall mean and include a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all of their plural or singular forms.

F. Annual Notification/Rights of Parents and Eligible Students.

Within the first three (3) weeks of each school year, the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

G. Procedure to Inspect Education Records. Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish

to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable.

Although not specifically required, in order for a request to be handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect.

The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within fourteen (14) days when the request for access is first made.

Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.

- H. Procedures to Seek Correction of Education Records.** Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend." For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, the following processes are established.

- 1. First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is

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inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
- b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
- c. Forward the written appeal to the Superintendent; and
- d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.

- 2. Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is

satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

- 3. Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in **Section H.2, above**. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty-five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3 unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final, except as otherwise provided by law.

4. Parent/Eligible Student Explanation to be Included in Record.

Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation regarding the content of the record.

I. Disclosure of Student Records and Student Information.

In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. School officials with a legitimate educational interest. A school official may only access student records when the school official has a legitimate educational interest.
 - a. "School officials" means persons employed or used by the District to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical staff, school resource officers, and third parties such as contractors, attorneys, consultants, and volunteers. Such third party school officials may access student records provided such persons are:
 1. Under the District's direct control with respect to the use and maintenance of education records; and
 2. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.
 - b. "Legitimate educational interest" includes performing a task or engaging in an activity related to (i) one's regular duties or professional responsibilities, (ii) a student's education (iii) the discipline of a student 9iv) a service to benefit for a student, 9v) measures to support student success, and (vi) the safety and security of the campus.
2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.

Policies

5. Organizations conducting certain studies for, or on behalf of the School District. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. Additionally, any such studies must comply with the provisions of Board policy ILD.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. Health and safety emergencies.

J. Maintenance of Student Records and Data. The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person access such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

K. Disclosures Made from Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;

2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information;
3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made;
4. The date on which the person or agency made the request; and
5. The interest which the person or agency has in the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

KB

TITLE I PARENT INVOLVEMENT IN EDUCATION

The Board endorses the parent involvement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, as well as other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with and distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

1. Honor and recognize families' funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and

Policies

4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and /or for families that include a student who receives Title I services (Targeted Schools). At the required annual meeting parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or School Board. These meetings shall be used to:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served. Title I funding if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs shall receive from the school Principal and

Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss

their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

KB-R

TITLE I PARENT INVOLVEMENT

In order to achieve the desired level of Title I parent involvement desired by Board policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

A. Guidelines

Parent involvement activities developed at each school will include opportunities for volunteering; parent education; home support for child's education; parent participation in school decision-making. The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities

1. Parents

It is the responsibility of the parent to actively communicate with school staff; be aware of rules and regulations of school; take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school; utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to develop and implement a school plan for parent involvement; promote and encourage parent involvement activities; effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to be aware of rules and regulations of the school; utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to facilitate and implement the Title I Parent Involvement Policy and Plan; provide training and space for parent involvement activities; provide resources to support successful parent involvement practices; provide in-service education to staff regarding the value and use

Policies

of contributions of parents and how to communicate with and work with parents as equal partners; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Policies

A complete copy of the School District Policy Handbook can be found at the SAU#68 Administrative Offices and on the School District website at www.lin-wood.org/policies.

INDEX J: STUDENTS

Section J contains policies on students - admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare, and school-related activities.

JBAA-R2	Anti-Harassment Policy for Elementary Students
JCA	Change of School or Assignment – Best Interests
JEA	Compulsory Attendance Age
JEB	Entrance Age Requirements
JEB-R	Kindergarten Health Information
JEBA	Early Entrance Into Kindergarten
JECBB	Nonresident Employee Partial Tuition Waiver
JF	Enrollment Policy
JFA	Residency
JFAA	Admission of Resident Students
JFAB	Admission of Non-Resident Students (and Tuition)
JFABB	Foreign Exchange Students
JFABBA	Exchange Program
JFABD	Admission of Children & Youth in Transition
JFABE	Education of Children in Foster Care
JFAM	Education of Military Children & Military Connected Students
JFCH	Alcohol Use on School Property
JG	Assignment of Students to Classes and Grade Level
JGA	Code of Conduct for School-Sponsored Trips
JGB-R	Procedures for School-Sponsored Trips
JGC	Non-School Sponsored Trips
JGD/JGE	Suspension and Expulsion
JGD-R	Student Suspension
JGE-R	Student Expulsion (Dismissal)
JH	Attendance, Absenteeism and Truancy
JHB	Truancy
JHBB	Attendance Monitoring/Accounting
JHC	Student Release Precautions
JHCA	Released Time for Students (College Visitation)
JHCA-F	Released Time Parent Request Form
JI	Student Rights and Responsibilities
JI-R	Student Complaints and Grievances – Federal Meals
JIB	Student Involvement in Decision-Making
JIBA	Student Government
JIC	Student Conduct
JICA	Student Dress
JICC	Student Conduct on School Buses

Policies

JICC-R	Student Rule & Conduct on the School Bus
JICD	Student Conduct, Discipline & Due Process
JICD-R	Memorandum of Understanding
JICDAA	Staff-Student Relations
JICDD	Student Discipline Out-of-School Actions
JICE	Student Publications
JICE-R	Student Publications
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JICF	Gang Activity
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JICI	Dangerous Weapons on School Property
JICJ	Responsible Use Agreement for Personal Electronic Devices
JICJ-R	Responsible Use Agreement for Personal Electronic Devices
JICK	Pupil Safety and Violence Prevention Policy
JICK-R	Bullying Report Form
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JIHB-R	Vehicle Search Report
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JIJ	Student Protests, Demonstrations and Strikes
JJA	Student Activities and Organizations
JJA-R	Procedure for Student Activities & Organizations
JJE	K-12 Student Fund-Raising Policy
JJE-R	Senior Class Trip
JJF	Student Activities Fund Management
JJF-R	Student Activities Fund Management Procedure
JJIB	Interscholastic Athletics
JJIC	Extra Curricular
JJJ	Access to Public School Programs
JJJ-R	Procedure of Access to Public School Programs
JKA	Corporal Punishment
JKAA	Policy & Procedures on Use of Child Restraints & Seclusion
JKAA-R1	Record Keeping Requirements
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JLCA	Student Physical Examinations
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JLCB-R	Certificate of Religious Exemption
JLCC	Headlice/Pediculosis
JLCD	Administering Medicines to Students

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JLCD-R	Administering Medication to Students
JLCDA	Parental Consent to Medical Treatment
JLCE	First Aid and Emergency Medical Care
JLCF	Student Wellness Policy
JLCF-R	Student Wellness Procedure
JLCFA	Feminine Hygiene Products
JLCG	Exclusion of Students from School for Illness
JLCJ	Concussions and Head Injuries
JLCJA	Sports Injuries
JLCK	Special Physical Health Needs of Students
JLD	School Guidance and Counseling Program
JLDBA	Behavior Management and Intervention
JLDBB	Suicide Prevention and Response
JLF	Reporting Child Abuse
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JRB	Confidential Student Information
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ACAC	Sexual Harassment
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EBCB	Fire Drills
ECAF	Audio and Video Surveillance on School Buses
EEAA	Recording Media Surveillance on School Property
EF-R	School Meal Charging and Payment
IHAMA	Teaching About Alcohol, Drugs, and Tobacco
IHBH	Extended Learning Opportunities
IKA	Grading System
IKE / IKE-R	Promotion and Retention of Students
IMG	Animals in the Classroom and on School Grounds
KB / KB-R	Title I Parent Involvement in Education

Lunch Release

Junior and Senior Class Lunch Release

Juniors and Seniors who are at least 16 years of age may enjoy a “Junior and Senior Class Lunch Release.” The guidelines are:

Student must be 16 or older before lunch release is granted.

Signed copy of release must be turned into the main office.

We will be allowing out of school release only during the lunch period.

Students will not be able to take release during advisory. All juniors who meet the necessary criteria will be eligible for release after interims are issued.

Students who do not meet the academic criteria when report cards are issued may regain their release eligibility at the interim. All other extra-curricular eligibility standards will be followed.

1. Release is allowed during the lunch period.
2. Parental permission is required.
3. You must have an 85 or above in all classes.
4. An acceptable tardy/absentee/and behavior record is required.
5. If a student is tardy to school he/she will lose the lunch release for the day.
6. Each student must sign in and out rather than asking someone to do it for them.
7. The privilege may be removed when tardiness, absenteeism, behavior problem, failure to sign in or out, or grade declines occur. Mismanagement will result in removal of this privilege for one week. Further mismanagement will result in larger periods of removal as determined by the administrator.

Principal

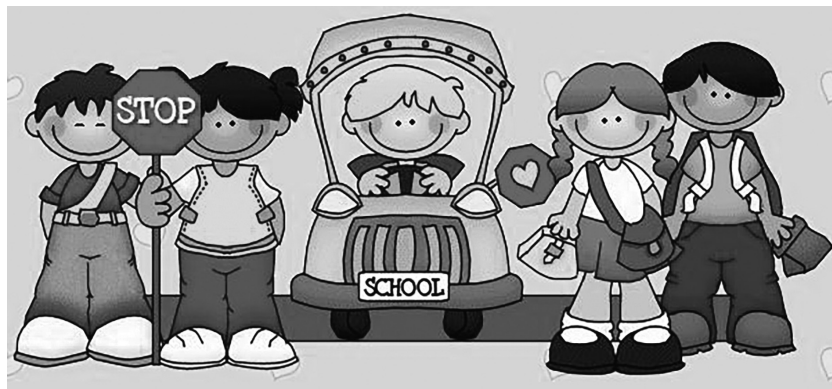
Date

Parent/Guardian Signature

Date

Student Signature

Date



Welcome to Lin-Wood Elementary School!

Lin-Wood Elementary is an inclusive group of learners. As a faculty we follow the Responsive Classroom principles and practices:

“The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create a safe, joyful, and engaging classroom and school community. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.”

-responsiveclassroom.org

SCHOOL HOURS:

The Morning: The school day begins at 7:45 AM Elementary students who do not ride the bus will be admitted to the building at 7:30 AM Parents/guardians who drive or walk with their children must remain with their children until they are admitted through the front door.

The Afternoon: Elementary students begin the release process at 2:25 PM. Parents/Guardians are asked to pick up their child(ren) promptly outside the main door of the school. **Parents who are driving are asked to remain in their car and teachers will assist in getting children to the vehicles. Please, no parking in the fire lane in front of the Elementary School until 2:10 PM.** Parents who walk to school to gather their child(ren) may meet them in the front of the building. All students must leave school grounds upon dismissal unless taking part in a school-sponsored and supervised after-school activity. Adult supervision is not provided after school for childcare. Children are only allowed to return to school grounds after 3:00 PM. Students are not allowed to wait on the playground for parents/guardians who are meeting with teachers.

Schedule Change? **Please contact the Elementary School office/ Administrative Assistant in the morning if there is to be a change in afternoon destination.**

K-5 Elementary Supplement

MEALS:

Breakfast: Breakfast is available to all elementary school students.

Lunch: The elementary school children eat lunch daily and a hot lunch is available as is fresh low-fat milk, both chocolate and regular.

A link to all menus can be found on the school website:

www.lin-wood.org/foodservice

Fresh Fruits and Vegetables: Through a federal grant we are able to offer a variety of fresh fruit and vegetable snacks to the students two days a week.

Free or Reduced Meals: A student may be eligible for free or reduced meals. The free and reduced meal forms are sent out with student letters in August or they can be picked up at the front office. Families should take advantage of this program if eligible. **In order to be eligible, a parent or guardian must fill out a free and reduced lunch form each year (regardless of the directions given in any State letter received). Please mail or hand deliver the completed forms to Lin-Wood Public School, 72 Linwood Drive, Lincoln NH 03251 to the attention of the School Counselor's Office. Please do not send the form in with children. (Students receiving Free or Reduced Meals DO NOT RECEIVE FREE & REDUCED SNACK MILK.)**

A La Carte:

A la carte food items, or incomplete, non-reimbursable meals, additional milk, etc. will not be allowed to be purchased if a student has a negative food service account balance. Please see policy EF-R.

RECESS:

In addition to a diverse and rigorous physical education program, students at Lin-Wood are actively engaged in outdoor recess daily, weather permitting. The little lumberjacks are expected to play outside as long as it is not actively raining, there is no thunder and/or lightening, and the temperature is above ten degrees (this includes the wind-chill factor). Students are asked to dress appropriately for weather conditions.

Playground Expectations

Outdoor Appropriate Clothing

Yellow Day: (above 55 degrees) Students may wear what they are comfortable in.

Green Day: (40-55 degrees) Students are encouraged to wear a coat or sweatshirt with a minimum of two layers.

Blue Day: (20-40 degrees) Students must have a fall/winter coat. A hat, headband or earmuffs, and gloves or mittens are encouraged. Students may take them off if too hot. (No shorts or skirts.)

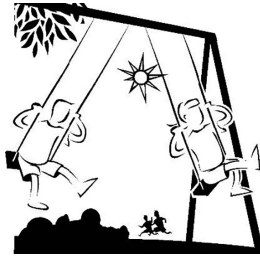


K-5 Elementary Supplement

Purple Day: (Below 20 degrees) Students must wear a winter coat; hat and gloves or mittens should be available if students desire them. May keep them in their pockets. (No shorts or skirts.)

Snow on the Ground: Boots for outside and shoes for inside are expected. If your child will be playing in the snow (sledding, building snowmen, etc.), snow pants are also required. Students without boots will only be allowed on the pavement.

These are guidelines based on the weather conditions and may be adjusted based on weather factors such as wind speed, snow conditions, ice etc... If students are regularly unprepared for recess conditions parents will be notified.



General Playground Rules

1. Watch out for and think of others.
2. Play tag & all chase games only on the grass.
3. On the spider web:
 - Climb only on the red ropes & always hold on with both hands and feet.
 - The center rubber mat is for standing or sitting only.
 - The top black bar must not be above your belly button (grades 3-5) or above your neck (grades K-2).
4. Climb up the ladders and come down the slides feet first, on your bottom.
5. You may use any equipment that you can access by yourself (with no help from teachers or other students).
6. Climb only on the equipment, not on the fence.
7. Swing with your back to the fence, and be sure the swing stops before getting off.
8. Sit on the see-saws.
9. Keep your hands to yourselves at all times.



HOMEWORK

Homework is a constructive tool in the teaching/learning process. When properly utilized, it has the potential to enhance student achievement, promote positive attitudes towards learning, develop effective study habits and skills, and foster individual responsibility and creativity. The primary purpose of homework varies by grade level (elementary, middle, and high school) as do the associated procedures for its assignment and grading. Students, parents, teachers and administrators all have responsibilities when it comes to the effective use of homework as an educational tool.

SCHOOL WIDE EXPECTATIONS – CONDUCT:

Code of Conduct

This school is a community for learning, and only behavior that allows for the flourishing of the community will be accepted. We ask that students practice four school-wide expectations – **Be Prepared, Be Respectful, Be Responsible, and Be Safe**. Activities that endanger others or that detract from the learning process are not acceptable.

Code of Conduct – Classroom Disruption to Learning

The primary goal of the Lincoln-Woodstock School District is the education of the community's students. Therefore, any disruption to the educational environment which distracts students from learning or teachers from instructing is not acceptable. In order to ensure the best possible learning environment, students who cause disruptions to the classroom environment will be addressed using the process as outlined below:

1st Step – Teacher will meet briefly with the student to inform them of the specific behavior which caused the disruption of the class and will ask for the student's cooperation in keeping the classroom focused on teaching and learning and discuss strategies that will enable behavioral success.

2nd Step – Teacher will have a more detailed discussion with the student as to why they are disrupting the class and specify detailed directions about the expected classroom behavior. Teacher will address behavioral strategies to support classroom behavior with student. Teacher will contact parents to ask for assistance in helping their child understand positive behavior.

3rd Step – Teacher will inform the student that they have reached the Third Step of the Classroom Conduct Code and parents will be contacted. A parent/teacher conference will be scheduled to discuss a more in-depth review of positive behavior interventions and a behavioral plan to support student will be developed.

Change of Address or Phone Number

Students and parents/guardians are reminded that they should notify the **Main Office in the Middle/High School Building** of any changes in mailing address, resident address, phone numbers, emergency contact people, name changes, etc. as soon as they occur. This way we can get updated in our computer system.

Lost and Found

Elementary Lost and Found is located in the main front hallway, near the multi-purpose room. Lost and Found will be disposed of at the end of each marking term. For items misplaced at the Middle/High School building - Lost and Found is in the Middle/High School multi-purpose room. (Please refer to Middle/High School Lost and Found for more information.)

Parent Volunteers

Volunteers are welcome at Lin-Wood! From extra eyes on the playground and lunch helpers to classroom readers and clerical help as well as field trip and winter activities chaperones! Anyone interested should stop by the SAU office to complete the necessary paperwork including a Criminal Records Check per policy GBCD. Criminal Records Checks must be completed at least one month prior to the planned volunteer/chaperone activity.

Report Cards

Report cards are distributed to all students in grades K-5 at the end of every quarter (refer to Calendar). Report cards are distributed electronically through the student information system (ALMA). Paper copies of report cards are available upon request.

Report cards for students in grades K-5 are competency-based and linked to state standards. Parents and guardians should bear in mind that learning is a progression and many skills and concepts are introduced and reinforced throughout the child's academic career. Competency assessment scores at the close of a term are just a snapshot of a learning progression. It is always encouraged to meet with your child's teacher to discuss any questions or concerns regarding your child's progress.

Toys

For safety purposes elementary students will not be allowed to use or ride bicycles, skateboards, rollerblades, scooters and the like on school property. All must be walked while on school property.

Students are encouraged to leave toys, games, dolls, stuffed animals, etc. at home. Students need permission from their teacher to bring items from home to school on special occasions.

Winter Activities Program

The Lin-Wood Winter Activities Program has been developed to provide winter outdoor activities for all students from Kindergarten through 5th grade. Since this program is a part of the curriculum, participation is mandatory for students in grades K-5.

Request for a Specific Teacher

Request for a specific teacher will be taken into consideration but there is no guarantee that your child will get that teacher. It works best if you do not name a teacher but write a letter describing your child. We consider the needs of all students, including their personalities and learning styles, as we create balanced classrooms that promote an optimal learning environment. If you feel that we need additional information that would be helpful for your child's learning next year please feel free to discuss this with your child's teacher. If you have not done this, it can be submitted in writing to the Assistant Principal **before May 1st**.

Anti-Harassment Policy for Elementary School Students

Please see policy JBAA-R2.

At The Lincoln-Woodstock Cooperative School District We Believe That:

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

Harassment is Wrong

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

- Afraid
- Upset
- Angry
- Unsafe
- Embarrassed
- Uncomfortable

Harassment is:

- Not wanted
- Not asked for
- Not welcomed

K-5 Elementary Supplement

Harassment includes words or conduct involving:

- **Gender**
- **Race** (White-American, Asian, African-American, for example)
- **Religion** (such as Protestant, Catholic, Jewish for example)
- The **color** of your skin
- What **country** you or your family come from (Ireland, France, or Nigeria, for example) and whether you speak English at home
- A **disability** or handicap (if you have an illness or condition that makes it hard to walk or participate in certain activities, or if it is hard to think and talk like other students, for example)
- **Age** (whether you are 6 or 9 years old, for example)

Some kinds of harassment are:

- Teasing and name calling.
- Dirty jokes or talk.
- Rude signs.
- Offensive pictures, drawings or language.
- Offensive writing, notes or messages.
- Inappropriate touching, particularly of private body parts.
- Putting people down because of their gender, family background, religion, or disability.

A Happy School is Harassment Free

You can be kind and thoughtful and respect others by:

- Greeting people with a smile.
- Saying nice things to others.
- Including people in games and activities.
- Being aware of how your behavior affects others.
- Changing your behavior when it is upsetting someone.
- Getting to know people and making them feel welcome.

If you are being harassed:

TALK TO THE PERSON WHO IS HARASSING YOU:

- Stand up for yourself.
- Take a friend with you if that makes you feel more comfortable.
- Tell the person you don't like whatever it is he/she is doing and that you want it to stop.
- Tell the person he/she is breaking the school rules.

TALK TO ADULTS:

- Go to any teacher and tell him/her what is happening.

K-5 Elementary Supplement

- Go to the Principal or School Counselor.
- Go to a parent or other adult for help with talking to the school.
- Tell everything about what happened.
- Remember that a school rule is being broken.
- Understand that the Principal or School Counselor will decide what action to take.
- Know that there are people outside of the school that can help you.

Harassment is Serious

At this school the staff will:

- Listen when you tell.
- Let you know that telling is a sensible thing to do.
- Work out the best way to handle the situation.
- Keep the matter as quiet as possible.
- Protect you from anyone that bothers or threatens you for talking about it.
- Consequences will be given to people who do or say things that are wrong.

Then what happens?

- The Principal or School Counselor will talk or meet with you to find out what happened.
- He or she may talk to whoever else is involved, including the person who is bothering you.
- He or she will write a report.
- After that, the person who broke school rules may receive consequences or the school will do something else to make you feel more comfortable at school.
- They will try to do this all within 10 days, but it could take longer.

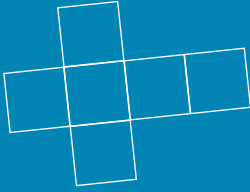
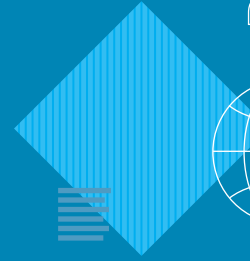
The Superintendent is someone to talk to, if you/your parent/your guardian are not satisfied with the outcome. Also you/your parent/your guardian could contact:

The Office of Civil Rights
US Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
TDD: (800) 877-8339

Notes

Weekly *Planner*

“ ”



2024
25

WHAT I WANT
TO ACHIEVE
THIS YEAR:

A large white rectangular area with horizontal dotted lines, intended for writing goals for the year.



July

Monday 29th

...REMEMBER

DUE



Tuesday 30th

...REMEMBER

DUE



Wednesday 31st

...REMEMBER

DUE



"You will never find time for anything. If you want time, you must make it."
-Charles Buxton



Subject and homework details

Thursday 1st

...REMEMBER

DUE



Friday 2nd

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

July

August

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

August

Monday 5th

...REMEMBER

DUE



Tuesday 6th

...REMEMBER

DUE



Wednesday 7th

...REMEMBER

DUE



"The world is full of magic things, patiently waiting for our senses to grow sharper."
-W.B. Yeats



Subject and homework details

Thursday 8th

...REMEMBER

DUE



Friday 9th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

August

September

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1

August

Monday 12th

...REMEMBER

DUE



Tuesday 13th

...REMEMBER

DUE



Wednesday 14th

...REMEMBER

DUE



"Experience is the teacher of all things."
-Julius Caesar



Subject and homework details

Thursday 15th

...REMEMBER

DUE



Friday 16th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

August

September

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8

August

Monday 19th

...REMEMBER

DUE



Tuesday 20th

...REMEMBER

DUE



Wednesday 21st

...REMEMBER

DUE



"Courage is resistance to fear, mastery of fear, not absence of fear."
-Mark Twain



Subject and homework details

Thursday 22nd

...REMEMBER

DUE



Friday 23rd

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

August

September

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

August

Monday 26th

...REMEMBER

DUE



Tuesday 27th

...REMEMBER

DUE



Wednesday 28th

...REMEMBER

DUE



"Creativity takes courage."
-Henri Matisse

Subject and homework details

Thursday 29th

...REMEMBER

DUE



Friday 30th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

August

September

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

September

Monday 2nd

...REMEMBER

DUE



Tuesday 3rd

...REMEMBER

DUE



Wednesday 4th

...REMEMBER

DUE



"Care about what other people think, and you will always be their prisoner."
-Lao Tzu



Subject and homework details

Thursday 5th

...REMEMBER

DUE



Friday 6th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

September

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

September



Monday 9th

...REMEMBER

DUE



Tuesday 10th

...REMEMBER

DUE



Wednesday 11th

...REMEMBER

DUE



"Failure is the key to success; each mistake teaches us something."
-Morihei Ueshiba



September



Monday 16th

...REMEMBER

DUE



Tuesday 17th

...REMEMBER

DUE



Wednesday 18th

...REMEMBER

DUE



"Be yourself; everyone else is already taken."

-Oscar Wilde



Subject and homework details

Thursday 19th

...REMEMBER

DUE



Friday 20th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

September

October

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13

September



Monday 23rd

...REMEMBER

DUE



Tuesday 24th

...REMEMBER

DUE



Wednesday 25th

...REMEMBER

DUE



"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it."

-Michelangelo



Subject and homework details

Thursday 26th

...REMEMBER

DUE



Friday 27th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

September

October

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

September



Monday 30th

...REMEMBER

DUE



Tuesday 1st

...REMEMBER

DUE



Wednesday 2nd

...REMEMBER

DUE



"I never lose. Either I win, or I learn."

-Nelson Mandela



Subject and homework details

Thursday 3rd

...REMEMBER

DUE



Friday 4th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

September October

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

October

Monday 7th

...REMEMBER

DUE



Tuesday 8th

...REMEMBER

DUE



Wednesday 9th

...REMEMBER

DUE



"Our lives begin to end the day we become silent about things that matter."

-Martin Luther King Jr.



Subject and homework details

Thursday 10th

...REMEMBER

DUE



Friday 11th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

October

November

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3

October

Monday 14th

...REMEMBER

DUE



Tuesday 15th

...REMEMBER

DUE



Wednesday 16th

...REMEMBER

DUE



"It is never too late to be what you might have been."

-George Eliot

Subject and homework details

Thursday 17th

...REMEMBER

DUE



Friday 18th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

October

November

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10

October

Monday 21st

...REMEMBER

DUE



Tuesday 22nd

...REMEMBER

DUE



Wednesday 23rd

...REMEMBER

DUE



➔ "From error to error, one discovers the entire truth."

-Sigmund Freud

Subject and homework details

Thursday 24th

...REMEMBER

DUE



Friday 25th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

October

November

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

October

Monday 28th

...REMEMBER

DUE



Tuesday 29th

...REMEMBER

DUE



Wednesday 30th

...REMEMBER

DUE



"You can't start the next chapter of your life if you keep re-reading the last one."
-Unknown



Subject and homework details

Thursday 31st

...REMEMBER

DUPLICATE



Friday 1st

...REMEMBER

DUPLICATE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

October

November

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

November

Monday 4th

...REMEMBER

DUE



Tuesday 5th

...REMEMBER

DUE



Wednesday 6th

...REMEMBER

DUE



"How wonderful it is that nobody need wait a single moment before starting to improve the world."

-Anne Frank, The Diary of Anne Frank



Subject and homework details

Thursday 7th

...REMEMBER

DUE



Friday 8th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

November

December

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1

November

Monday 11th

...REMEMBER

DUE



Tuesday 12th

...REMEMBER

DUE



Wednesday 13th

...REMEMBER

DUE



"We are our choices."

-Jean-Paul Sartre



Subject and homework details

Thursday 14th

...REMEMBER

DUE



Friday 15th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

November

December

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8

November

Monday 18th

...REMEMBER

DUE



Tuesday 19th

...REMEMBER

DUE



Wednesday 20th

...REMEMBER

DUE



"Failure is success if we learn from it."

-Malcolm Forbes

Subject and homework details

Thursday 21st

...REMEMBER

DUE



Friday 22nd

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

November

December

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

November

Monday 25th

...REMEMBER

DUE



Tuesday 26th

...REMEMBER

DUE



Wednesday 27th

...REMEMBER

DUE



"Hardships often prepare ordinary people for an extraordinary destiny."
-Christopher Markus



Subject and homework details

Thursday 28th

...REMEMBER

DUE



Friday 29th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

November × December

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

December

Monday 2nd

...REMEMBER

DUE



Tuesday 3rd

...REMEMBER

DUE



Wednesday 4th

...REMEMBER

DUE



"You have only failed if you have given up. Until then, it's called learning."

-Unknown



December

Monday 9th

...REMEMBER

DUE



Tuesday 10th

...REMEMBER

DUE



Wednesday 11th

...REMEMBER

DUE



"Failure is unimportant. It takes courage to make a fool of yourself."
-Charlie Chaplin



Subject and homework details

Thursday 12th

...REMEMBER

DUE



Friday 13th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

December

January

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5

December

Monday 16th

...REMEMBER

DUE



Tuesday 17th

...REMEMBER

DUE



Wednesday 18th

...REMEMBER

DUE



"I attribute my success to this: I never gave or took any excuse."

-Florence Nightingale

December

Monday 23rd

...REMEMBER

DUE



Tuesday 24th

...REMEMBER

DUE



Wednesday 25th

...REMEMBER

DUE



"I haven't failed. I've just found 10,000 ways that won't work."
-Thomas Edison



December

Monday 30th

...REMEMBER

DUE



Tuesday 31st

...REMEMBER

DUE



Wednesday 1st

...REMEMBER

DUE



➔ "The expert at anything was once a beginner."

-Helen Hayes

Subject and homework details

Thursday 2nd

...REMEMBER

DUE



Friday 3rd

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

December January

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

January

Monday 6th

...REMEMBER

DUE



Tuesday 7th

...REMEMBER

DUE



Wednesday 8th

...REMEMBER

DUE



➔ "A journey of a thousand miles begins with a single step."

-Confucius

Subject and homework details

Thursday 9th

...REMEMBER

DUE



Friday 10th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

January

February

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2

January

Monday 13th

...REMEMBER

DUE



Tuesday 14th

...REMEMBER

DUE



Wednesday 15th

...REMEMBER

DUE



"The person who says it cannot be done should not interrupt the person who is doing it."
-Unknown



Subject and homework details

Thursday 16th

...REMEMBER

DUE



Friday 17th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

January

February

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9

January

Monday 20th

...REMEMBER

DUE



Tuesday 21st

...REMEMBER

DUE



Wednesday 22nd

...REMEMBER

DUE



"All our dreams can come true - if we have the courage to pursue them."

-Walt Disney

Subject and homework details

Thursday 23rd

...REMEMBER

DUE



Friday 24th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

January

February

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

January

Monday 27th

...REMEMBER

DUE



Tuesday 28th

...REMEMBER

DUE



Wednesday 29th

...REMEMBER

DUE



"I never dreamed about success. I worked for it."

-Estée Lauder

Subject and homework details

Thursday 30th

...REMEMBER

DUE



Friday 31st

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

January × February

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

February

Monday 3rd

...REMEMBER

DUE



Tuesday 4th

...REMEMBER

DUE



Wednesday 5th

...REMEMBER

DUE



"No problem can withstand the assault of sustained thinking."

-Voltaire

Subject and homework details

Thursday 6th

...REMEMBER

DUE



Friday 7th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

February

March

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1	2

February

Monday 10th

...REMEMBER

DUE



Tuesday 11th

...REMEMBER

DUE



Wednesday 12th

...REMEMBER

DUE



"The mind is everything. What you think, you become."

-The Buddha



Subject and homework details

Thursday 13th

...REMEMBER

DUE



Friday 14th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

February

March

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1	2	3	4	5	6	7	8	9

February

Monday 17th

...REMEMBER

DUE



Tuesday 18th

...REMEMBER

DUE



Wednesday 19th

...REMEMBER

DUE



"If I have seen further than others, it is by standing upon the shoulders of giants."
-Isaac Newton



Subject and homework details

Thursday 20th

...REMEMBER

DUE



Friday 21st

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

February

March

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
17	18	19	20	21	22	23	24	25	26	27	28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

February

Monday 24th

...REMEMBER

DUE



Tuesday 25th

...REMEMBER

DUE



Wednesday 26th

...REMEMBER

DUE



"Never let success get to your head. Never let failure get to your heart."

-Unknown

Subject and homework details

Thursday 27th

...REMEMBER

DUE



Friday 28th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

February

March

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
24	25	26	27	28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

March

Monday 3rd

...REMEMBER

DUE



Tuesday 4th

...REMEMBER

DUE



Wednesday 5th

...REMEMBER

DUE



➔ "If plan A didn't work, the alphabet has 25 more letters."

-Unknown

Subject and homework details

Thursday 6th

...REMEMBER

DUE



Friday 7th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

March

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

March

Monday 10th

...REMEMBER

DUE



Tuesday 11th

...REMEMBER

DUE



Wednesday 12th

...REMEMBER

DUE



“Sometimes you don’t realize the weight of something you’ve been carrying until you feel the weight of its release.”

-Unknown



March

Monday 17th

...REMEMBER

DUE



Tuesday 18th

...REMEMBER

DUE



Wednesday 19th

...REMEMBER

DUE



“Whether you think you can or think you can't, you're right.”

-Henry Ford

March

Monday 24th

...REMEMBER

DUE

✓

Tuesday 25th

...REMEMBER

DUE

✓

Wednesday 26th

...REMEMBER

DUE

✓

➔ "Smart is something you become, not something you are."

-Unknown

March

Monday 31st

...REMEMBER

DUE



Tuesday 1st

...REMEMBER

DUE



Wednesday 2nd

...REMEMBER

DUE



"We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained."

-Marie Curie



Subject and homework details

Thursday 3rd

...REMEMBER

DUE



Friday 4th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

March April

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

April

Monday 7th

...REMEMBER

DUE



Tuesday 8th

...REMEMBER

DUE



Wednesday 9th

...REMEMBER

DUE



"The best time to plant a tree was 20 years ago. The second best time is now."
-Unknown



Subject and homework details

Thursday 10th

...REMEMBER

DUE



Friday 11th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

April

May

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4

April

Monday 14th

...REMEMBER

DUE



Tuesday 15th

...REMEMBER

DUE



Wednesday 16th

...REMEMBER

DUE



“Two roads diverged in a wood, and I – I took the one less traveled by,
and that has made all the difference.”

-Robert Frost, The Road Not Taken



Subject and homework details

Thursday 17th

...REMEMBER

DUE



Friday 18th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

April

cMay

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11

April

Monday 21st

...REMEMBER

DUE



Tuesday 22nd

...REMEMBER

DUE



Wednesday 23rd

...REMEMBER

DUE



➔ "Courage is being scared to death but saddling up anyway."

-John Wayne

Subject and homework details

Thursday 24th

...REMEMBER

DUE



Friday 25th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

April

May

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

April

Monday 28th

...REMEMBER

DUE



Tuesday 29th

...REMEMBER

DUE



Wednesday 30th

...REMEMBER

DUE



"The only thing that overcomes hard luck is hard work."

-Harry Golden



Subject and homework details

Thursday 1st

...REMEMBER

DUE



Friday 2nd

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

April

May

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

May

Monday 5th

...REMEMBER

DUE



Tuesday 6th

...REMEMBER

DUE



Wednesday 7th

...REMEMBER

DUE



➔ "A person who never made a mistake never tried anything new."

-Albert Einstein

Subject and homework details

Thursday 8th

...REMEMBER

DUE



Friday 9th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

May

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1

June

May

Monday 12th

...REMEMBER

DUE



Tuesday 13th

...REMEMBER

DUE



Wednesday 14th

...REMEMBER

DUE



"If you fell down yesterday, stand up today."

-H.G. Wells



Subject and homework details

Thursday 15th

...REMEMBER

DUE



Friday 16th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

May

June

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8

May

Monday 19th

...REMEMBER

DUE



Tuesday 20th

...REMEMBER

DUE



Wednesday 21st

...REMEMBER

DUE



"Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind."

-Dr. Seuss



May

Monday 26th

...REMEMBER

DUE



Tuesday 27th

...REMEMBER

DUE



Wednesday 28th

...REMEMBER

DUE



"We know what we are, but know not what we may be."

-William Shakespeare

Subject and homework details

Thursday 29th

...REMEMBER

DUE



Friday 30th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

May

June

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

June

Monday 2nd

...REMEMBER

DUE



Tuesday 3rd

...REMEMBER

DUE



Wednesday 4th

...REMEMBER

DUE



➔ "Paths are made by walking."

-Franz Kafka

Subject and homework details

Thursday 5th

...REMEMBER

DUE



Friday 6th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

June

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

June

Monday 9th

...REMEMBER

DUE



Tuesday 10th

...REMEMBER

DUE



Wednesday 11th

...REMEMBER

DUE



➔ "Dreams and dedication are a powerful combination."

-William Longgood

Subject and homework details

Thursday 12th

...REMEMBER

DUE



Friday 13th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

June

July

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6

June

Monday 16th

...REMEMBER

DUE



Tuesday 17th

...REMEMBER

DUE



Wednesday 18th

...REMEMBER

DUE



“Life isn’t about finding yourself. Life is about creating yourself.”

-George Bernard Shaw



Subject and homework details

Thursday 19th

...REMEMBER

DUE



Friday 20th

...REMEMBER

DUE



Weekend

Miscellaneous

TEACHER'S SIGNATURE:

PARENT/GUARDIAN'S SIGNATURE:

June

July

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13

Calendar 2024 - 2025

AUGUST 2024

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2024

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2024

M	T	W	T	F	S	S
	1	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2024

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Planner
by **mimeo**

(901) 673-3491

www.schoolplanner.com

customize@schoolplanner.com

Lin-Wood Public School 2024-2025

AUGUST 2024

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

(4 days)

SEPTEMBER 2024

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

(20 days)

OCTOBER 2024

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

(21 days)

NOVEMBER 2024

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

(17 days)

DECEMBER 2024

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

(15 days)

JANUARY 2025

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

(21 days)

FEBRUARY 2025

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

(15 days)

MARCH 2025

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

(20 days)

APRIL 2025

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

(18 days)

MAY 2025

M	T	W	T	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

(19 days)

JUNE 2025

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

(10 days)

	FIRST/LAST DAY OF SCHOOL
	NO SCHOOL
	NO SCHOOL-TEACHER IN-SERVICE
	EARLY DISMISSAL
	STUDENT LEAD CONFERENCES
	AMERICAN EDUCATION WEEK

(180 SCHOOL/STUDENT DAYS)

August 20-22	Teacher In-Service Days	January 1	New Year's Day 2025
August 26	First Day of School	January 20	Civil Rights/MLK Day
August 30	Labor Day Weekend	February 24-28	Winter Break
September 2	Labor Day	March 11	Teacher In-Service/Town Mtg. Day
October 11	Teacher In-Service Day	April 10	Student Lead Conferences 3PM-6PM
October 14	Indigenous Peoples/Columbus Day	April 11	Teacher In-Service Day
November 11	Veteran's Day	April 11	Student Lead Conferences 8AM-12PM
November 13	Early Dismissal - Parent Conferences	April 28-May 2	Spring Break
November 18-22	American Education Week	May 26	Memorial Day
November 27-29	Thanksgiving Break	June 13	Last Day of School/Early Dismissal
December 23-31	Holiday Break	June 16-20	Make-Up Days (if needed)

Please note: This calendar may be changed by School Board action or by inclement weather conditions. School cancellations, e.g., snow days may extend the school year. (Make-up days if needed: June 13, 16, 17, 18, and 19.) The Board and the Administration will set the date for graduation in late January or early February.

INTERIM CLOSURES	INTERIM DISTRIBUTED	REPORT CARD CLOSURES	REPORT CARD DISTRIBUTED
September 20	September 27	November 1	November 8
December 6	December 13	January 17	January 24
February 14	February 21	April 3	April 10
May 7	May 14	June 12	June TBD