

Monadnock Regional School District & SAU #93
School Board Agenda
August 22, 2023
In-Person MRMHS Library & Webinar Link 7:00 pm

Join [Zoom Meeting](#):
ID: 89130660269 (US) +1 305-224-1968 Passcode: 307859

The public is encouraged to attend MRSD Board meetings.
Comments are welcome during the 'Public Comments' portions of the agenda.

"We collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning."

1. CALL THE MEETING TO ORDER 7:00 pm
2. PUBLIC COMMENTS (15 minutes)
3. #celebrateMRSD
4. MATTERS THAT REQUIRE BOARD ACTION
 - a. * 2024/25 Budget Proposals
 - b. * July 18, 2023 Minutes
 - c. * Softball Field Sponsorship & Branding
 - d. *Policies for 2nd Read:
 - i. BID - Payment of Services Rendered by School Officials
 - e. * Manifest
 - f. * Budget Transfers
 - g. * Transfer from Carlton Fund for Stage Curtain and Rigging Repairs
 - h. * Diligent Conference
 - i. * 2023/24 School Board Goals
5. MATTERS FOR SCHOOL BOARD INFORMATION & DISCUSSION
 - a. Staffing Update
 - b. Policies for 1st Read:
 - i. ACAB- Harassment & Sexual Harassment School Employees-Retire/ACAB-R-Retire
 - ii. ACAC- Harassment & Sexual Harassment of Students/ACAC-R- Retire
 - iii. ACD- Commitment to Religious Neutrality
 - iv. AD- Educational Philosophy/School District Mission
 - v. ADB- Drug Free Workplace & Drug Free Schools
 - vi. ADC - Tobacco-Free Schools
 - vii. AE-Accountability
 - viii. AFA-Evaluation of Board Operational Procedures/AFA-R-Retire
 - ix. BDA-R- Catalog of Recurring School Board Policies
 - x. BBB-TA -Oath of Office
 - xi. JLCJA- Emergency Plan for Sports Related Injuries
 - xii. JICC and JICC-R- Student Conduct on School Busses
 - xiii. JHC- Student Early Release Precautions
 - xiv. JICDD- Student Discipline/Out-of-school Actions Superintendent Search Update
 - c. Board Education Goal: Baseline Data
 - d. MRMHS & Elementary Student Handbooks
 - e. Board Meetings: Elementary Travel & Tour Schedule
 - i. 10/3 - Gilsum
 - ii. 11/7 - Emerson
 - iii. 12/5 - Troy
6. SETTING NEXT MEETING'S AGENDA
7. PUBLIC COMMENTS (15 minutes)
8. NON-PUBLIC SESSIONS under RSA 91-A:3. II
 - a. * TBD as needed
9. ADJOURNMENT

**Indicates an item requiring action. The order of the agenda is subject to change.*

SINGLE DISTRICT SCHOOL ADMINISTRATIVE UNITS

RSA 94-C:3 – Single District School Administrative Units; Exemption. Single district school administrative units shall be considered the same as a single school district and shall be exempt from meeting the requirements of this chapter, except that they shall provide superintendent services pursuant to RSA 194-C:4

NONPUBLIC SESSIONS

RSA 91-A:3– II. Only the following matters shall be considered or acted upon in nonpublic session:

- (a) **The dismissal, promotion, or compensation of any public employee** or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The **hiring** of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the **reputation** of any person, other than a member of the public body itself, unless such person requests an open meeting.
- (d) Consideration of the **acquisition, sale, or lease of real or personal property** which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) **Consideration or negotiation of pending claims or litigation** which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.
- (i) Consideration of matters relating to the **preparation for and the carrying out of emergency functions**, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) **Consideration of confidential, commercial, or financial information** that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.
- (k) Consideration by a school board of entering into a **student or pupil tuition contract** authorized by RSA 194 or RSA 195-A,
- (l) **Consideration of legal advice provided by legal counsel**, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

CALENDAR OF UPCOMING MRSD MEETINGS:

8/22/2023	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
8/23/2023	Education & Technology Committee	6:00 pm	SAU Conference Room
8/29/2023	Budget Committee	7:00 pm	MRMHS Library
09/05/2023	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
09/06/2023	Education & Technology Committee	6:00 pm	SAU Conference Room
09/12/2023	Finance & Facilities Committee	7:00 pm	SAU Conference Room
09/14/2023	Extra-Curricular Committee	6:00 pm	SAU Conference Room
09/14/2023	Policy Committee	7:00 pm	SAU Conference Room
09/26/2023	Budget Committee	7:00 pm	MRMHS Library
09/27/2023	Education & Technology Committee	6:00 pm	SAU Conference Room

Other Dates:

8/21/2023 New Staff Orientation
8/23/2023 Superintendent Picnic & Awards 5-7 pm
8/30/2023 First Day of School

Meetings will be in person for all Board & Committee Members. The public is encouraged & welcome to attend either in person or through Zoom. Public comments are welcome in person during the ‘Public Comments’ portions of the agenda.

**** Please note: All Committee Meeting dates, times, and locations are posted in the SAU 93 Reception Lobby, on the MRSD website calendar, and in the schools and towns of MRSD. In the event of a snow day, the school board meeting will be planned for the following school day.****

**Monadnock Regional School District (MRSD)
School Board Meeting Minutes
July 18, 2023 (Not Yet Approved)
MRMHS Library/Zoom, Swanzey, NH**

Members Present: Kristen Noonan, Scott Peters via Zoom, Edmond LaPlante, Lisa Steadman, Stephanie Lawlor, Cheryl McDaniel-Thomas, Eric Stanley, Brian Bohannon and Jeff Cesaitis.

Absent: Gina Carraro, Betty Tatro, Dan LeClair and Jennifer Strimbeck.

Administration Present: J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator.

1. CALL THE MEETING TO ORDER at 7:00 PM.

2. Motion to enter into Non-Public Session under RSA 91-A:3, II (b) The hiring of any person as a public employee. MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3, II (b) The hiring of any person as a public employee. **SECOND:** S. Lawlor. **VOTE:** 8.679/0/0/4.303. **Motion passes. C. McDaniel-Thomas arrived during non-public session.**

3. PUBLIC COMMENTS: There were no public comments.

4. #CelebrateMRSD: J. Rathbun mentioned how huge the Before and After Programs are, how well they are running and an awesome job being done by the staff, maintenance and administration. Thanks to all of the adults involved.

E. Stanley mentioned that a student from Monadnock has been running a lemonade stand each summer for the past 10 years and raising funds for the Keene Community Kitchen.

5. MATTERS FOR SCHOOL BOARD INFORMATION & DISCUSSION:

a. Safety Security Projects Update: J. Rathbun explained to the Board that there may be certain questions he may not be able to answer in public. He passed information out to the Board. The District works very closely with Homeland Security and the plans are updated each year. The outlines of the plans and the checklist are shared in non-public session. The District has more secured doors. Doors that are propped open are not allowed and there will be a penalty to the student or staff who have done this. To improve school culture the District has hired at risk counselors at the high school. There will be 2 wellness staff that will schedule time on a 6-day rotation. One of the positions is a grant position and there is a person who is showing interest in the position. Safety during voting was a concern and the District decided to close all schools when the town asked to use MRMHS for voting. There was no way of sealing off the

students from the public. There are a total of 39 drills in all of the schools yearly. We have an SSO and a SRO. J. Cesaitis asked if there was an SRO in the elementary schools. J.Rathbun explained there is not and that the issue has not come up. The SSO does go to the elementary schools. He is mostly helping with truancy.

b. Board Meeting Schedule/Meeting at Elementary Schools: S. Peters put this on the agenda because J. Cesaitis had asked about rotating the Board Meetings at the elementary schools. K.Noonan also agreed. S.Peters commented if we go to alternate schools we may be limited regarding technology. C. McDaniel-Thomas suggested a facility tour prior to the Board Meeting and to include Cutler. S.Peters will take this issue under advisement. *J. Morin arrives.*

6. MATTERS THAT BOARD ACTION:

a. Policies for 1st Read:

i. BID-Payment of Services Rendered by School District Officers:

ii. Memorandum (Bond Issuance):

iii. DCA-(Bond Post Issuance):

iv. JLCF-Wellness: K. Noonan presented the policies for first read on behalf of the Policy Committee. **MOTION:** K. Noonan **MOVED** to waive the first read for the Memorandum, Policy DCA and Policy JLCF. **SECOND:** E. Stanley. **DISCUSSION:** K. Noonan explained that the committee would like to vote on the Memorandum and Policy DCA to make sure that the District is in line with the laws regarding the bond. K. Noonan explained that the Food Service will be going through an audit this year. T. Walsh and the Policy Committee have made a few edits to the Wellness Policy. They would like this to be voted on so that the District will be in line moving forward with the Food Service audit. L. Steadman explained that there is no need for a first and second read on the memorandum. **VOTE:** 9.829/0/0/3.171. **Motion passes.** **MOTION:** K. Noonan **MOVED** to adopt Policy DCA, DCA-R, the Memorandum and update Policy JLCF. **SECOND:** C. McDaniel-Thomas. **DISCUSSION:** L. Steadman explained that an addendum or a -R does not need to be voted on. It is procedural. **VOTE:** 9.829/0/0/3.171. **Motion passes.** The resolutions included in the Memorandum were read out loud. J. Morin agreed to be the “Coordinator” under the Post-Issuance Tax Compliance Policies and Procedures. There is space on the Memorandum for the Board to sign.

b. Policy Committee Charter & Goals: K. Noonan presented the Policy Committee's Charter to the Board. **MOTION:** K. Noonan **MOVED** on behalf of the Policy Committee to accept the Policy Committee’s Charter as presented. **SECOND:** S. Lawlor. **VOTE:** 9.829/0/0/3.171. **Motion passes.** **MOTION:** K. Noonan **MOVED** on behalf of the Policy Committee to accept the Policy Committee Goals as presented. **SECOND:** S. Lawlor. **DISCUSSION:** S.Peters asked why the committee voted to update Policy Book A and Policy Book B. It was explained that they are smaller books and an easier place to start. They seem doable. L. Steadman has already done Book A. K. Noonan thanked L. Steadman for the work she

did on Book A prior to the Policy Committee Meeting. **VOTE:** 9.829/0/0/3.171. **Motion passes.**

c. Policy DFA Annual Review & Approval: The Board reviewed Policy DFA. **MOTION:** K. Noonan **MOVED** to mark Policy DFA marked as reviewed by the School Board. **SECOND:** C.McDaniel-Thomas **VOTE:** 9.829/0/0/3.171. **Motion passes.**

d. June 20, 2023 Minutes: **MOTION:** K. Noonan **MOVED** to approve the June 20, 2023 Public and Non-Public Meeting Minutes as presented. **SECOND:** S.Lawlor. **VOTE:** 8.679/0/1.132/3.171. **Motion passes.**

e. Manifest: **MOTION:** C.McDaniel-Thomas **MOVED** to approve the 2023-24 manifest in the amount of \$ 1,063,520.65. **SECOND:** K. Noonan. **VOTE:** 9.829/0/0/3.171. **Motion passes.** **MOTION:** K. Noonan **MOVED** to approve the 2022-23 manifest in the amount of \$1,839,033.68. **SECOND:** B. Bohannon. **DISCUSSION:** The Board had questions on the amount in the manifest. **MOTION:** K. Noonan **MOVED** to table the motion until J. Morin had the information. **SECOND:** B. Bohannon. **VOTE:** 9.829/0/0/3.171. **Motion passes.**

f. Student Tuition Rate for FY 23/24: **MOTION:** S. Lawlor **MOVED** to set the annual tuition rate at \$20,046.00 for the 2023-24 school year. **SECOND:** K.Noonan **VOTE:** 9.829/0/0/3.171. **Motion passes.** J. Morin explained the Board uses the State cost per pupil to set the annual tuition rate. The State tuition rate comes out in December but this District sets it in July. Will the Board change it again in December? J. Morin explained that the Board sets the rate in July and we use that until the following July's vote.

J. Morin explained that the sum of the 2022-23 manifest which the Board had tabled until J. Morin found the information are invoices, grants, nutrition grants and special ed. Costs as well as construction projects. **MOTION:** K. Noonan **MOVED** to approve the 2022-23 manifest in the amount of \$1,839,033.68. **SECOND:** B. Bohannon. **VOTE:** 9.829/0/0/3.171. **Motion passes.**

g. Approve Independent Auditor for FY 23 Audit: **MOTION:** C. McDaniel-Thomas **MOVED** to approve Plodzik & Sanderson as the Auditing Firm for the MRSD FY 23 Audit. **SECOND:** S. Lawlor. **VOTE:** 9.829/0/0/3.171. **Motion passes.**

h. NHSBA Call for Resolutions: The following proposed resolutions were presented by Board Members:

PROPOSAL 1 - Hiring

PROPOSAL: NHSBA will support any legislation that intends to streamline the recruiting, credentialing, and hiring of certified teachers from other states. This resolution is in support of both the State of NH credentialing laws, as well as the interstate compact and reciprocity between NH and neighboring states.

RATIONALE: Teachers in NH are retiring at a pace that exceeds the in-state candidate pool. Any legislation that will attract teachers from other states who desire to work in NH will help to improve staffing shortages by attracting qualified teachers. **MOTION:** K. Noonan. **MOVED** to accept the proposed resolution as presented and forward it to the Delegate Assembly. **SECOND:** C. McDaniel-Thomas **DISCUSSION:** It was explained that the State of NH will not accept transfers from other

states. They cannot buy into the system. They are coming with money. This resolution also supports changes to reduce barriers to teachers from other states who wish to transfer retirement savings from their current retirement program into the NH retirement system. **VOTE: 9.829/0/0/3.171. Motion passes.**

PROPOSAL 2 – Parent Accountability for Behaviors

PROPOSAL: NHSBA will support legislation that clarifies the responsibility and accountability of parents/guardians of students who do not conduct themselves according to local laws or school policies. NHSBA will also support legislation that clarifies the protocols for school districts to follow in disciplining students and their parent/guardian(s).

RATIONALE: While behavior challenges with students are at an all-time high, the underlying challenge is lack of accountability for parents and guardians. If a student misbehaves in any way, and the parent/guardian chooses to disregard the written law or policy, then the school district is forced to negotiate, concede, or accept the behavior. This dilutes the purpose of laws and policy with the rest of the student body and local community.

Further, parents and guardians are expected to send students to school who are prepared to learn and are not a disruption (e.g. sit quietly, stand in line, pay attention to adults, respect authority, etc.). When a student does not know how to behave in this way, learning time is lost for all students as the adults must attend to the disruptions. **MOTION:** K. Noonan **MOVED** to accept the proposed resolution as presented and forward it to the Delegate Assembly. **SECOND:** S.Lawlor. **DISCUSSION:** J. Cesaitis asked who are we to discipline the parents. He would question the rationale. J.Rathbun commented that some States punish parents by taking their license. **Friendly amendment:** Change “**Holding parents/guardians accountable**” **SECOND:** S. Lawlor. **VOTE: 7.613/2.216/0/3.171. Motion passes.**

PROPOSAL 3 – Inclement Weather on Voting Day

PROPOSAL: NHSBA will support legislation that creates flexibility for town moderators and moderators of cooperative school districts to postpone school district elections in the event of inclement weather.

RATIONALE: The current rules requiring all towns in a cooperative school district to vote on the same day leave little flexibility in the event of dangerous weather. A decision to change a voting day must be applied to all towns even if they are geographically distant, and the lead time required to make a decision is very difficult to coordinate at the last minute. Moderators need more leeway to account for safety but also encourage voter participation. **MOTION:** S.Lawlor **MOVED** to accept the proposed resolution presented and to forward to the Delegate

Assembly. **SECOND:** K. Noonan **DISCUSSION:** J. Cesaitis said this is not a School Board issue. It is up to the towns. **VOTE:** 8.731/1.189/0/3.171. **Motion passes.**

i. Superintendent Search: S.Peters explained that the Bryan Group is ready for the School Board to get started and we need to know what the Search Committee will look like. He explained that the committee will meet a few times a month, 6-10 hours a month until Christmas. It was suggested to have 3 School Board Members, 1 SAU staff member, 2 principals, 3 teachers and 2 other staff members. Allowing every school to be represented and other committee members at the discretion of the committee. **MOTION:** S.Lawlor **MOVED** to accept the recommendation of the Advisory Committee. **SECOND:** K. Noonan **DISCUSSION:** B. Bohannon commented that the recommended committee is too big. He would suggest a committee of 5. He said we are asking people to put in a lot of hours. L.Steadman commented that the principal search committee was more robust than what is being suggested for the Superintendent Search. It was commented that the 3 School Board Members would have to be present and everyone else on Zoom. L. Steadman said these meetings do not need to be posted to the public. She commented that the Negotiation Committee Meetings were remote. B. Bohannon said that we do not have a Superintendent Search Policy. If we are not tied to a policy we have the opportunity to figure out what did not work and, in the future, write a policy. We are not tied. Make the process work and use the feedback from the principals' search. **VOTE:** 8.834/0/0/4.166. **Motion passes. (S.Peters missing from vote)** It was explained that S.Lawlor, C.McDaniel-Thomas, B. Bohannon, K. Noonan and L. Steadman have shown interest in being on the Superintendent Search Committee. J. Rathbun explained that Superintendents do not publicly apply for a Superintendent position. These are public meetings until needed. B.Bohannon will remove his name from the list he cannot commit if a quorum is required. **S. Lawlor leaves the meeting.**

j. 2024/25 Budget Proposals: The following are budget proposals from Board Members: Update to Stipend Values, Expansion of the mentoring roles for both employees with an SOE and new hire teachers, District wide Curriculum Coordinators and/or restore the Curriculum Director position and benefits update for Non-Bargaining Employees. **MOTION:** K.Noonan **MOVED** to accept the budget proposals except for the Update to Stipend Values. **SECOND:** J. Cesaitis. **DISCUSSION:** S.Peters asked for a friendly amendment to add the Update to Stipend Values to the budget proposals. K. Noonan and J. Cesaitis agreed. **VOTE:** 8.697/0/0/4.203. **Motion passes.**

k. 2023/24 School Board Goals: These will be discussed at a future meeting.

l. 2023/24 Superintendent Goals: These will be discussed at a future meeting.

7. SETTING NEXT MEETING'S AGENDA:

a. Board Goals

b. Superintendent Goals

c. Superintendent Search

d. State Aid Formula

J. Morin explained the bond sale happened and the updated rate is 3.75%. She is very excited about the rate.

8. Public Comments: C. McDaniel-Thomas was very happy to know that T. Walsh is staying. She also mentioned that she has a friend who can earn \$20,000 more at another district as an Art teacher. C. McDaniel-Thomas said that the Board has to take another look at it.

9. 8:42 PM Motion to Enter Into Non-Public Session under RSA 91-A:3, II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting: MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3, II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. **SECOND:** J. Cesaitis **VOTE:** 8.697/0/0/4.303. **Motion passes.**

10. ADJOURNMENT: MOTION: K. Noonan **MOVED** to adjourn the meeting at 8:44 PM. **SECOND:** J. Cesaitis **VOTE:** 8.697/0/0/4.303. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absent

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
July 18, 2023
MRMHS Library/Zoom, Swanzey, NH**

Members Present: Kristen Noonan, Jeff Cesaitis, Lisa Steadman, Scott Peters via Zoom, Edmond LaPlante, Brian Bohannon, Cheryl McDaniel-Thomas, Stephanie Lawlor and Eric Stanley **Absent:** Betty Tatro, Dan LeClair, Gina Carraro and Jennifer Strimbeck

Administration Present: J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator.

Also Present: Brett Gottheimer

7:02 PM Non-Public Session RSA 91-A:3 II (b) The hiring of any person as a public employee:

Issue #1: MOTION: K. Noonan **MOVED** to accept the nomination of Brett Gottheimer as the new principal at Cutler as presented by Assistant Superintendent J. Rathbun.

SECOND: E. Stanley. **DISCUSSION:** B. Gottheimer introduced himself to the Board and explained that he is very excited about his new position. **VOTE:** 9.829/0/0/3.171.

Motion passes. J. Rathbun thanked the search committee for their hard work. Everyone on the committee felt that B. Gottheimer is the right choice. Hopefully he will begin on Monday.

MOTION: C. McDaniel-Thomas **MOVED** to leave Non-Public Session. **SECOND:** S. Lawlor **VOTE:** 9.829/0/0/3.171. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
July 18, 2023
MRMHS Library/Zoom, Swanzey, NH**

Members Present: Kristen Noonan, Jeff Cesaitis, Lisa Steadman, Scott Peters via Zoom, Edmond LaPlante, Brian Bohannon, Cheryl McDaniel-Thomas and Eric Stanley

Absent: Betty Tatro, Dan LeClair, Gina Carraro, Stephanie Lawlor and Jennifer Strimbeck

Administration Present: J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator.

8:42 PM Non-Public Session RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Issue #1: MOTION: C. McDaniel-Thomas **MOVED** to accept the resignation of Sadie Terramare. **SECOND:** K. Noonan **VOTE:** 8.697/0/0/4.303. **Motion passes.**

Issue #2: J. Rathbun notified the Board of the following new hires: Richard Wallace, Paul Goodhind, Trevor Weimann, Madelyn Leonard and Anna McGuiness.

MOTION: K. Noonan **MOVED** to leave Non-Public Session. **SECOND:** C. McDaniel-Thomas **VOTE:** 8.697/0/0/4.303. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

CURRENT POLICY:

BookB: School Board Governance and Operations

Payment of Services Rendered by School District Officers

Code: BID

Status: Active

Adopted: May 3, 1993

Last Revised: November 1, 1999

PAYMENT FOR SERVICES RENDERED BY SCHOOL DISTRICT OFFICERS

- A. All School District Board Members ~~officers~~ will be receive a stipend of \$1,000, the Board Chair will receive an additional \$500. ~~reimbursed in accordance with fees as established by the District.~~ Such stipends ~~fees~~ will be provided for in the School District budget and will be plainly indicated in the annual report.
- B. Payment for services rendered in the fiscal year will be included on the first payroll manifest in December of each year ~~immediately following the annual School District meeting.~~ It is the assigned responsibility of the Superintendent of Schools to make certain that all statements are in the hands of the school office personnel to ensure payment on the aforementioned manifest.

Policy References:

Category - Optional

Statutory References:

RSA 194:10

RSA 194:11

RSA 195:5 (Cooperative School Districts)

Kondrat v Freedom School Board, 138 NH 683 (1994)

**August 22, 2023 School Board Meeting
Budget Transfers**

Budget Transfers

1. Requested by: Catherine Woods, Director of Student Services
 - ◆ From: 01.2140.51100.09.00000 Psychological Svcs Salaries \$159,244
 - 01.2140.52110.09.00000 Psychological Svcs Health Ins \$ 43,781
 - 01.2140.52120.09.00000 Psychological Svcs Dental Ins \$ 2,317
 - 01.2140.52220.09.00000 Psychological Svcs Fica \$ 12,182
 - 01.2140.52300.09.00000 Psychological Svcs Retirement \$ 40,539
 - To: 01.1200.54300.09.00000 Contracted Services \$258,063
 - ◆ Amount: \$258,063
 - ◆ Reason: To contract for 2.5 Psychological Services positions that we were not able to fill.

2. Requested by: Catherine Woods, Director of Student Services
 - ◆ From: 01.1200.51100.09.00000 DW Social Worker Salaries \$ 48,365
 - 01.1200.52110.09.00000 DW Social Worker Health Ins \$ 21,391
 - 01.1200.52120.09.00000 DW Social Worker Dental Ins \$ 900
 - 01.1200.52220.09.00000 DW Social Worker Fica \$ 3,706
 - 01.1200.52300.09.00000 DW Social Worker Retirement \$ 9,516
 - To: 01.1200.54300.09.00000 Contracted Services \$ 45,446
 - 01.1200.55690.09.00000 Special EducationTuition Private \$ 38,432
 - ◆ Amount: \$83,878
 - ◆ Reason: To contract for a social worker position that we were not able to fill, and cover some of OOD Tuition budget reduction.

3. Requested by: Jeremy Rathbun, Assistant Superintendent
 - ◆ From: 01.1100.51100.03.00000 Troy Regular Inst Salaries \$ 51,350
 - 01.1100.52110.03.00000 Troy Regular Inst Health Ins \$ 21,391
 - 01.1100.52120.03.00000 Troy Regular Inst Dental Ins \$ 945
 - 01.1100.52220.03.00000 Troy Regular Inst Fica \$ 3,928
 - 01.1100.52300.03.00000 Troy Regular Inst Retirement \$ 10,085
 - To: 01.1100.51100.01.00000 Mt Caesar Regular Inst Salaries \$ 30,850
 - 01.1100.52110.01.00000 Mt C Regular Inst Health Ins \$ 10,696
 - 01.1100.52120.01.00000 Mt C Regular Inst Dental Ins \$ 473
 - 01.1100.52220.01.00000 Mt C Regular Inst Fica \$ 2,360
 - 01.1100.52300.01.00000 Mt C Regular Inst Retirement \$ 8,475
 - 01.1100.51100.02.00000 Cutler Regular Inst Salaries \$ 20,500
 - 01.1100.52110.02.00000 Cutler Regular Inst Health Ins \$ 10,695
 - 01.1100.52120.02.00000 Cutler Regular Inst Dental Ins \$ 472
 - 01.1100.52220.02.00000 Cutler Regular Inst Fica \$ 1,568
 - 01.1100.52300.02.00000 Cutler Regular Inst Retirement \$ 1,610
 - ◆ Amount: \$65,363
 - ◆ Reason: To move money from vacant Troy position to cover new Wellness Teacher at Mt Caesar and Cutler

**August 22, 2023 School Board Meeting
Budget Transfers**

4. Requested by: Lisa Spencer, Principal at MRMHS
- ◆ From: 01.1106.56430.00.00000 World Language Info Access \$10,000
 - 01.1100.51100.00.00000 Regular Instruction Salaries \$ 3,026
 - To: 01.1115.56400.00.00000 Social Studies Subscriptions \$13,026
 - ◆ Amount: \$13,026
 - ◆ Reason: To purchase 3-year digital licenses for World History and Economics

MRSD School Board

Strategic Goals 2023/24

Board Approved **TBD/TBD/2023**

1. By the final meeting of this board (3/5/2024), interview, select, and hire a new Superintendent to begin employment with the district on or before 7/1/2024
2. By 10/31/2023, document the School Board's educational philosophy and first long-term educational strategy, to be included in the FY2024/25 proposed budget
3. By 10/31/2023, complete the annual Capital Improvement Plan. Present recommendations for the next wave of SAU or MRMHS capital projects to be included in the proposed budget, a warrant article, or a specific strategy to fund either of the related trust funds via warrant article
4. At the second monthly board meeting from September through February, the board will receive a report and then study a specific cohort of students. On or before the end of this school board's term (3/11/2024), combine these studies with the work of this year's Education committee, and craft one or more continuous improvement initiatives for the cohort and/or the next generation of students
 - a. Proposed cohort
 - i. Grade 5 (class of 2031)
 - ii. Grade 8 (class of 2028)
 - iii. Grade 11 (class of 2025)
 - b. Areas of study: Aligned with the Education Committee's defined measurement categories:
 - i. Ready for School
 - ii. Competency
 - iii. Growth
 - iv. Achievement
 - v. Work Ethic
 - vi. Behavior
 - vii. Attendance
 - viii. Nutrition
 - ix. Ready to Launch

Total Vacancies 2023/24		Count	Current Vacancies 2023/24		Count
Paraprofessional		16	Paraprofessional		9
Special Ed Teacher		7	Special Ed Teacher		2
Social Worker		2	Social Worker		1
Buildings & Grounds		1	Buildings & Grounds		1
Nurse		2	Nurse		1
Reading Specialist		1	Reading Specialist		1
School Psychologist (.5)		1	School Psychologist (.5)		1
Spanish Teacher		1	Spanish Teacher		1
School Counselor (.6)		1	School Counselor (.6)		1
Science Teacher		2	Science Teacher		0
Elementary Teacher		6	Elementary Teacher		0
Math Teacher		2	Math Teacher		0
Art Teacher		1	Art Teacher		0
Administrative Assistant		1	Administrative Assistant		0
Wellness Interventionist		1	Wellness Interventionist		0
Speech Pathologist		2	Speech Pathologist		0
School Psychologist		2	School Psychologist		0
ASL Interpreter		1	ASL Interpreter		0
Principal		1	Principal		0
Assistant Principal		1	Assistant Principal		0
Social Studies Teacher		1	Social Studies Teacher		0
Woodworking Teacher		1	Woodworking Teacher		0
Grant - School Counselor (.5)		1	Grant - School Counselor (.5)		0
English Teacher		3	English Teacher		0
School Counselor		2	School Counselor		0
District Data Specialist		1	District Data Specialist		0
Intervention Teacher		1	Intervention Teacher		0
			Contracted Services (Potential): School Psychologist (2), ASL Interpreter (1), Speech Pathologist (2)		
8/15/2023		62	8/15/2023		18

Policy Motions and Actions from July 13, 2023

ACAB- Harassment and Sexual Harassment of School Employees/ ACAB-R Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

MOTION: *To retire policy ACAB and corresponding ACAB-R.*

- Retired by NHSBA
 - Covered by ACAC "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"
-

ACAC- Harassment and Sexual Harassment of Students/ ACAC-R Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

MOTION: *To update policy ACAC with NHSBA sample and committee edits and retire ACAC-R.*

- Change the title to match NHSBA
 - Keep definitions in existing policy
 - Policy ACAC covers items in ACAC-R
-

ACD Commitment to Religious Neutrality

MOTION: *To adopt NHSBA sample policy ACD.*

- Committee recommends adopting this policy
-

AD Educational Philosophy/School District Mission

MOTION: *To update policy AD with committee edits and carry these edits to policy GBEB.*

- Change the title to match NHSBA- "AD Philosophy of the School District"
 - Remove goals set in 2012
-

ADB Drug-Free Workplace & Drug-Free Schools

MOTION: *To update policy ADB with NHSBA sample policy and committee edits..*

- Committee edits as follows: Add D. 2. In order to maintain a drug free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a and b; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required.

ADC Tobacco-Free Schools

MOTION: *To update policy ADC with NHSBA title and carry these changes to policies GBED and JICG.*

- Committee edits as follows: Add D. 2. In order to maintain a drug free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a and b; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required.

AE Accountability

MOTION: *To adopt NHSBA sample policy AE.*

- Policy is not currently on the MRSD books.

AFA Evaluation of Board Operational Procedures/ AFA-R Evaluation of School Board Operational Procedures

MOTION: *To update policy AFA with committee edits and retire AFA-R.*

- Committee edit is to change 'from time to time to "annually" measure its performance against the stated objectives using a tool selected by the board chair
- AFA-R no longer needed

Policy Committee Work Not Needing Board Action

The Committee has reviewed the following items but found they match NHSBA and can be marked as "reviewed."

- AA- School District Legal Status
 - ABA- Volunteer Involvement
 - AC Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan - clerical update of changing "Lisa Witte" to "Lisa Walker"
 - AC-E Contact Information for Human Rights Officers- clerical update of changing "Lisa Witte" to "Lisa Walker"
 - AC-R Nondiscrimination: Title IX Grievances- clerical update of small formatting error
 - ACE Procedural Safeguards Nondiscrimination on the Basis of Handicap/Disability
-



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Harassment and Sexual Harassment of School Employees
Code	ACAB
Status	Active
Adopted	September 1, 2020

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of school employees because of sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.

A. Harassment

Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, genetic information or disability.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Title VII and New Hampshire Law

Under another federal law, Title VII, and under New Hampshire law/regulations, sexual harassment is defined differently. The New Hampshire Commission for Human Rights law states that “[u]nwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.”

C. Reports and Complaints of Harassment or Sexual Harassment

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Human Rights Officer/Title IX Coordinator. The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints regarding harassment or sexual harassment of employees shall be addressed through the Employee & Third-Party Unlawful Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Legal References:

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106

Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)

Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34

U.S.C. §12291(a)(8) – definition of domestic violence)

Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)

Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended

Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)

Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)

Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

RSA 354-A:7

NH Code Admin. R. Ed. 303.01(i) and (j)

Cross Reference:

ACAB-R- Employee & Third-Party Unlawful Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedure

AC - Nondiscrimination/Equal Opportunity and Affirmative Action

JICA-Hazing

Last Modified by Lillian Sutton on September 9, 2020



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
Code	ACAB-R
Status	Active
Adopted	September 1, 2020

EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAB – Harassment and Sexual Harassment of School Employees.

The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.

Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board’s Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).

Any individual who is unsure about whether discrimination or harassment has occurred and/or which complaint procedure applies is encouraged to contact the Title IX Coordinator.

Jeremy Rathbun- Title IX Coordinator
600 Old Homestead Hwy.
Swanzey, NH 03446
(603) 352-6955 Ext. 6956
jmorin@mrsd.org

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for employees, includes race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information or disability.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic, or physical conduct relating to an individual’s actual or perceived

membership in a protected category that is sufficiently severe, pervasive, or persistent so as to interfere with or limit that individual's ability to participate in the school district's programs or activities by creating a hostile, intimidating or offensive environment.\

4. "Sexual harassment": Under New Hampshire law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits, or
 - c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.
5. "Sexual orientation": Under New Hampshire law, this means "having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality."
6. "Gender identity": Under New Hampshire law, this means "a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."
7. "Complaint" is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information, or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).
8. "Employee": Whenever the term "employee" is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. "Title IX sexual harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's educational programs and activities:
 - a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
 - b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies an individual's equal access to the school district's educational programs and activities; or
 - c. Sexual assault, dating violence, domestic violence, and stalking as these terms are defined in federal laws.
2. "Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the Title IX Coordinator. A report triggers certain actions by the HRO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" is filed.
3. "Formal Complaint": Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the Title IX Coordinator) may file a formal complaint.
4. "Employee": For the purpose of this procedure, "employee" means an applicant for employment or a current employee of the school district.

Section 2. Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome

or offensive and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the Title IX Coordinator.

2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the Title IX Coordinator.

A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of the allegation).

3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the Title IX Coordinator.

4. Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.

5. Any employee who believes they have been discriminated against or harassed is encouraged to utilize the school district's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the: New Hampshire Commission for Human Rights 2 Industrial Park Drive Concord, NH 03301 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.

2. The Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.

3. The Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved; changing a work location or changing a work schedule.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

5. The investigator shall consult with the Title IX Coordinator as agreed during the investigation process.

6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.

7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.

8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.

9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

11. The investigator shall provide a written report and findings to the Title IX Coordinator.

C. Findings and Subsequent Actions

1. The Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.

2. If there is a finding that discrimination or harassment occurred, the Title IX Coordinator, in consultation with the Superintendent:

a. Shall determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and

b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or

harassment, if any.

3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.

2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.

3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.

4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.

5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make A Report

1. Any individual who believes an employee has been sexually harassed (as this term is defined in Section 1.B.1) may make a report to the Title IX Coordinator.

2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.

a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (such as requiring no contact between individuals, temporarily moving work locations or changing schedules, etc.).

b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.

3. The school district cannot provide an informal resolution process for resolving a report until a formal complaint is filed.

4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.

5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights 2 Industrial Park Drive, Concord, NH 03301 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged victim may file a formal written complaint requesting an investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of the allegation). Employees who need

assistance in preparing a formal written complaint, are encouraged to consult with the Title IX Coordinator.

2. In certain circumstances, the Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district). In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.

3. In accordance with the Title IX regulations, the Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of the school district's educational programs and activities, or c) did not occur in the United States.

4. In accordance with the Title IX regulations, the Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by the school district, or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.

5. If a formal complaint is dismissed under this Title IX procedure, the Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

6. If the conduct alleged potentially violates other laws, Board policies, and/or professional expectations, the school district may address the conduct under Section 2 or another applicable policy/procedure.

C. Administrative Leave

The Superintendent may place a respondent on administrative leave during the complaint procedure:

1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.

2. The respondent will be provided notice of the administrative leave and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency leave was unreasonable.

3. Any such decision to place an employee on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice will include:

- Notice regarding the complaint procedure and the availability of an informal resolution process;
- Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);
- As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint), and that the parties may inspect and review evidence;
- Notice that the parties may each have an advisor of their choice (who may be an attorney) and that the parties may inspect and review evidence;
- Notice that knowingly making false statements or submitting false information during the complaint procedure is prohibited and may result in disciplinary action; and
- Notice of the name of the investigator, with sufficient time (no less than three business days to raise concerns of conflict of interest or bias.

2. If additional allegations become known at a later time, a notice of the additional allegations will be provided to the parties.
3. The Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the Title IX Coordinator believes the circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school district, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
 - e. Consider the evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision-maker.

6. The investigation shall be concluded within 40 business days if practicable. A reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

1. The decision-maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants to be asked of another party or witness within five business days of when the decision-maker received the investigation report and party responses.

a. The decision-maker shall explain to a party proposing questions if the decision-maker excludes a question as not relevant.

2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.

3. Each party will receive a copy of the responses to any follow-up questions.

4. The decision-maker shall review the investigation report, the parties' responses, and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").

5. The decision-maker shall issue a written determination, which shall include the following:

a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;

b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;

c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;

d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;

e. The school district's appeal procedure and permissible bases for the parties to appeal the determination.

6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's educational programs and activities following the decision maker's determination. Such remedies may include supportive measures and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision-maker 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.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal, and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.
3. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision-maker for further consideration; or grant the appeal by revising the disciplinary action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal References:

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106

Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)

Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)

Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)

Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended

Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)

Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)

Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

RSA 186:11; and 354-A

NH Code Admin. R. Ed. 303.01(i) and (j)

Cross Reference:

AC – Nondiscrimination/Equal Opportunity

ACAB – Harassment and Sexual Harassment of School Employees

Last Modified by Lillian Sutton on February 17, 2021



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Harassment and Sexual Harassment of Students
Code	ACAC
Status	Active
Adopted	September 1, 2020

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in educational programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees are considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

A. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status. Harassment that rises to the level of physical assault, battery, and/or abuse and bullying behavior are also addressed by Board Policies JICI - Weapons on School Property and JICK- Public Safety and Violence Prevention Bullying.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's educational programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is

so severe, pervasive, and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or

c. Sexual assault, dating violence, domestic violence, and stalking as these terms are defined in federal laws.

2. Other Forms of Sexual Harassment

Some forms of sexual harassment may not meet the definition under Title IX (see paragraph 1, above) but is still prohibited under New Hampshire law.

The District defines other forms of "sexual harassment" as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits, or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians, and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Unlawful Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

Legal Reference:

Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)

Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106

Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)

Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)

NH RSA 186:11; 193:38; 193:39; 354-A

NH Code Admin. R. Ed. 303.01(i) and (j)

Cross Reference:

ACAA-R – Student Unlawful Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

AC – Nondiscrimination/Equal Opportunity and Affirmative Action

JICFA- Hazing

JIC- Unauthorized Communication Devices

JICI-Weapons on Property

JICK- Public Safety and Violence Prevention-Bullying

Last Modified by Lillian Sutton on September 9, 2020

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

Category: Priority/Required by Law

Related Policies: AC, AC-E, GBEAB, JICK & JLF



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) *This policy is intended to replace former samples JBAA and GBAA. This policy is intended to reflect the requirements of new federal regulations pertaining to Title IX of the Education Amendments Act of 1972. In general, the new regulations create a new definition of sexual harassment, require a district to respond promptly, equitably (to complainants and “respondents” (alleged perpetrators)), and in a manner that is not deliberately indifferent, whenever it has actual knowledge of sexual harassment in an educational program or activity of the District.*
- (b) *The new regulations create a complex process for addressing allegations of sexual harassment. Among other things, it makes a firm distinction between “reports” and “formal complaints” of sexual harassment, imposes different responsibilities upon the district and processes for each, changes the definition of sexual harassment, , and creates ancillary obligations relative to such things as training, record keeping, and dissemination. Because the numerous burdens imposed by the regulations (specific to sexual harassment under Title IX), NHSBA has determined not to include other forms of harassment (race, age, bullying, etc.) into this sample policy.*
- (c) *The Grievance Procedure included in this policy is structured according to requirements of the Title IX regulations. Because those requirements are numerous, and largely mandatory, NHSBA has included them as part of the policy. Districts may create additional, or more specific procedures, but any such additions, must apply equally to complainants and respondents. NHSBA strongly encourages Districts seeking to expand procedures or otherwise modify this policy to consult with the District’s attorney(s).*
- (d) **Short term – Because the effective date of the regulations is August 14, 2020, NHSBA recommends that boards waive any policy requiring a pre-review by a policy committee and/or two readings, and approve on an emergency basis, and then reschedule the policy for a more complete review and approval. Additionally, it is important that districts implement the following as soon as possible:**
 - a. **designation and training of a Title IX Coordinator;**
 - b. **training of all employees as to reporting requirement;**
 - c. **training of all personnel involved in ordinary disciplinary processes as to the prohibition of any disciplinary sanction relative to sexual harassment without a “determination of responsibility” following the Title IX Grievance Process.**
- (e) *This policy includes several footnotes. Those without yellow highlight indicate footnotes we recommend leaving in the policy, while the highlights present options for districts to consider, information for the district to input, or simply, explanatory information, and should be removed.*
- (f) **Highlighted language** or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (g) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored*

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.

*(h) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*



The definition of “Sexual Harassment” is found in Section II.B of this Policy. Instructions for making a report or complaint of sexual harassment are found in Section II.J.1. The “Title IX Grievance Process” is Section III, and the procedure for filing a formal complaint to initiate the grievance process is found in Section III.A

I. RESTATEMENT OF POLICY PROHIBITING DISCRIMINATION ON THE BAIS 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** 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

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

exists under law.¹ 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 Coordinator² 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 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.

¹ [Remove this footnote] The status of respondents who are not students, applicants, or employees is not clear under the Regulations. The District has the right to dismiss a formal complaint at any time during the investigation or adjudication if the respondent is “no longer” employed or enrolled in the school system. However, there is no clear right to act against a third-party respondent for alleged sexual harassment before or after a formal complaint is filed and either adjudicated or dismissed. Consult the District's attorney if a third party is a respondent in a sexual harassment case.

²[REMOVE] A specific position titled “Title IX Coordinator” is now mandated by federal regulations. NHSBA recommends that the person appointed as Title IX Coordinator also be designated as the District's Human Rights or Anti-Discrimination Officer (see sample policy AC). This dual appointment will help assure that a case is processed appropriately as a Title IX or other harassment case as the circumstances require – either from the outset, or as the case progresses (i.e., moving a case to a different track, e.g., bullying, or from another track).

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

“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 investigate 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.³

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

³[REMOVE] NHSBA has purposefully refrained from including statutory definitions for the terms in section 3 of the definition of sexual assault. If a district WISHES to include definitions, refer to 34 CFR 106.30(a), and the corresponding state statutes.

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- 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 in itself, 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 JICK{**}) pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean 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
5. [district may add additional types of supportive services (non-punitive/disciplinary)].

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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 and assure implementation of investigations, and remedies, and helping to assure that the District otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to 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 assure appropriate training and professional development of employees and others in accordance with **Sec. II.D** of this Policy; and
8. helping to assure 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 assure 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

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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 prejudice 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 the 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;

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4. Any individual who has been reported to be the perpetrator of sex discrimination⁴;
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 participate⁵ 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] {OR, BUT only if the District does not maintain a website} [available to members of the public as government records]* the following information:

1. The District's policy of non-discrimination on the basis of 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, AC-E {**});
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.

⁴ 34 CFR 106.71 (a).

⁵ 34 CFR 106.71 (a).

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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** [*publicly available on the district's website*] **{OR, BUT only if the District does not maintain a website}** [*available to members of the public as government records*].

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 in light of 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.3**, and **III.A**, below.*

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

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 Policy, s/he shall, without delay, inform the Title IX Coordinator⁶ 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 complainant⁷ 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:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant's wishes with respect to supportive measures;

⁶[REMOVED] The new regulations charge the District with "actual knowledge" or a report of sexual harassment as soon as any employee of the district (other than a respondent/alleged harasser) receives the information. Accordingly, it is imperative that Districts adequately train all employees of the District about reporting responsibilities beginning with school year 2020-21.

⁷ The Title IX Coordinator may offer supportive measures to a complainant, even if the information from the complainant does not/does not appear to meet the full definition of sexual harassment under this Policy. Districts should consult with counsel before it "imposes" any supportive measures against a respondent.

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- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - iv. explain to the complainant the process for filing a formal complaint.
3. 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.**

4. 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.

5. Emergency Removal and Administrative Leave.⁸

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.

⁸ [REMOVE] Emergency removal/administrative removal should not be seen as the equivalent or alternative to a disciplinary short or long-term suspension. The US DOE in the commentary to the regulations cautioned: The threshold for an emergency removal under § 106.44(c) is ... high to prevent recipients from using emergency removal as a pretense for imposing interim suspensions and expulsions. (85 Fed. Reg. Vol. 97, p. 30234). See also Sec. II.J.4.

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**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 of 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.

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The complaint may be filed with the Title IX coordinator in person, by mail, or by email.⁹ Complaint forms may be obtained from the Title IX Coordinator *[or on the District and school websites]*.

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.
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.

⁹[REMOVE] If the school system has an electronic portal for reporting sexual harassment to the Title IX coordinator, note it in the text.

¹⁰[REMOVE] NHSBA recommends that districts review their respective codes of conduct for a provision that prohibits making false statements or knowingly submitting false information during any investigation of discrimination, bullying or sexual harassment.

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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). *[The District's policy contains additional language regarding appointment of decision maker. Can be optional language, e.g., {"Ordinarily the building principal shall serve as the initial decision maker..." or "The Superintendent, in consultation with the Title IX Coordinator, shall appoint an initial decision maker on a case-by-case basis."}¹¹]* In all cases, the investigator and the initial decision maker must be properly trained and otherwise 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 *[_____ {state title of alternate} Assistant Superintendent/BA/BM]*, 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.

¹¹[REMOVE] A district with enough trained personnel, can designate specific personnel as decision maker(s), or it may be addressed on a case-by-case basis. However, a decision maker must have adequate training as provided in Sec. II.D, and be free from conflict of interest as provided in Sec. II.G. Districts may find it more cost effective to retain an independent "decision maker", and even the investigator, rather than maintain staff trained in accordance with the standards discussed in Sec. II.D.

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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.
 - 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 non-renewal 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

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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. *[With the exception of paras b&c, the below are timeframes recommended by NHSBA. Both para. b & c, however, are minimum timeframes mandated under the federal regulations.]*
 - 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

¹² [REMOVE] This time frame may be modified. The board should establish a realistic time frame that is achievable and may want to seek a recommendation from the board attorney. The board is required to provide a "prompt" resolution of formal complaints and should strive to balance the need for an expeditious process with the need to provide school officials and parties sufficient time for action at each step in the grievance process. Additional time is provided for the appeals phase of the process.

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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:
 - 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 **10-20 days[NHSBA recommends]** 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 [NHSBA recommends]** 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 consent¹³.
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[NHSBA recommends]** for written responses, likewise to be provided to each party.
4. The initial decision maker will provide **5 days[NHSBA recommends]** each for supplementary, limited follow-up questions and **5 days[NHSBA recommends]** for answers, and may provide for

¹³**[REMOVE]** The Federal regulations neither provide a definition for consent, nor require a District to have a specific definition.

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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 III.C7, 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 [NHSBA recommends] 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.

¹⁴ [REMOVE] The regulations allow districts to choose between the "preponderance of the evidence" or "clear and convincing" standard, as long as it applies the same standard to both employee and student cases. NHSBA recommends using the preponderance standard as that is the one used in all other cases heard within the school context. If a district determines to elect the higher evidentiary standard, it should consult with its private attorneys for language and advice.

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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 shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within **10 days [NHSBA recommends]** 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:
 - i. Procedural irregularity that affected the outcome of the matter;
 - ii. 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

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- iii. 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.
- iv. *[Additional bases may be added by a district if made available equally to both parties].*

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** *[NHSBA recommends]* of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"),¹⁵ 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** *[NHSBA recommends]* 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

¹⁵ Although the school board is not precluded from serving as a decision maker with respect to appeals, before it may do so, each member of the board must meet both the training and conflict of interest requirements described in Sections **II.D** and **II.G**. Such training may be provided on an as-needed basis, but because of necessary timelines, the framework will need to be in place long before a case is appealed.

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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 [NHSBA recommends]** 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 agreement, 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 process¹⁶ (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.

¹⁶[REMOVE] The regulations do not require districts to offer an information resolution process. When it does offer the process, it must adhere to the provisions included in this Sec. III.J.

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District Policy History:

NHSBA recommends that all districts adopt this sample policy as quickly as possible. Accordingly, we are recommending that districts waive any requirement of “2 readings” before adopting this policy. The board could also at the same time require that the policy be scheduled for review and revision over the succeeding months after the initial adoption.

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq 20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 CFR, Part 99, Family Educational Rights and Privacy Act Regulations

34 CFR 106.8, Designation of responsible employee and adoption of grievance procedures.

34 CFR 106.30, Definitions

34 CFR 106.44, Recipient’s response to sexual harassment

34 CFR 106.4, Grievance process for formal complaints of sexual harassment

34 CFR 106.71, Retaliation

RSA 193:38, Discrimination in Public Schools

NH Dept of Ed Rules Ed 303.01 (i), School Board Substantive Duties

Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – June 2020.

NHSBA revision notes, June 2020, this new policy is intended to replace former samples JBAA and GBAA. This policy is intended to reflect the requirements of new federal regulations pertaining to Title IX of the Education Amendments Act of 1972. In general, the new regulations impose several procedural steps in responding to sexual harassment, create a new definition of sexual harassment, and require a district to respond promptly, equitably (to

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complainants and “respondents” (alleged perpetrators)), and in a manner that is not deliberately indifferent whenever it has actual knowledge of sexual harassment in an educational program or activity of the District.

w/p-update/2020/spring/in.rtf

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Book	A: Foundations and Basic Commitments
Section	Series A
Title	Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
Code	ACAC-R
Status	Active
Adopted	September 1, 2020

STUDENT DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAB – Harassment and Sexual Harassment of School Employees.

The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.

Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board’s Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).

Any individual who is unsure about whether discrimination or harassment has occurred and/or which complaint procedure applies is encouraged to contact the Title IX Coordinator.

Jeremy Rathbun- Title IX Coordinator
600 Old Homestead Hwy.
Swanzey, NH 03446
(603) 352-6955 Ext. 6959
jrathbun@mrsd.org

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for students, includes age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived

membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the school district's programs or activities by creating a hostile, intimidating or offensive environment.

4. Other forms of "sexual harassment": this means unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
 - c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.
5. "Sexual orientation": Under New Hampshire law, this means "having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality."
6. "Gender identity": Under New Hampshire law, this means "a person's gender related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."
7. "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. "Sexual Harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:
 - a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
 - b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school district's education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. "Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Title IX Coordinator. A report triggers certain actions by the Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" (as defined below) is filed.
3. "Formal Complaint": Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the Title IX Coordinator) may file a formal complaint.
4. "Student": For the purposes of this procedure, a student an individual who is enrolled or participating in the school district's education programs and activities, or is attempting to enroll or participate.

Section 2. Unlawful Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. School employees are required to promptly make a report to the Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the Title IX Coordinator, or to the building principal (who will report the matter to the Title IX Coordinator).

3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation) to the Title IX Coordinator.
4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the school district's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301, , and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111)

B. Complaint Handling and Investigation

1. The Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.
3. The Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to ordering no contact between the individuals involved or changing classes.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the Title IX Coordinator.

C. Findings and Subsequent Actions

1. The Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the Title IX Coordinator, in consultation with the Superintendent shall:
 - i. Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - ii. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used for complaints of as defined in Section 1.B.1.

A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the Title IX Coordinator.
2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the Title IX Coordinator.
3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
4. The school district cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 and/or to the Federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation, etc.). Students who need assistance in preparing a formal written complaint are encouraged to consult with the Title IX Coordinator.

2. In certain circumstances, the Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the Title IX Coordinator must dismiss a formal complaint if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the Title IX Coordinator may dismiss a formal complaint if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school district; or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.
5. If a formal complaint is dismissed under this procedure, the Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.
6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school district may address the conduct under the applicable policy/procedure.

C. Emergency Removal or Administrative Leave

The Superintendent may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:

1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.
2. The respondent (and in the case of a student, their parent/legal guardian) will be provided notice of the emergency removal or administrative leave, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal or administrative leave was unreasonable.
3. Any such decision shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:

- Notice regarding the complaint procedure and the availability of an informal resolution process;
- Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five calendar business days).
- As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;
- Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
- Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
- Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.

2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
3. The Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the Title IX Coordinator believes the circumstances are appropriate, the Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school district, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
 - e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten calendar [or business] days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review. The Parties may submit written responses to the report within ten business days

of receipt.

j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.

6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.

a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.

2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.

3. Each party will receive a copy of the responses to any follow-up questions.

4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").

5. The decision maker shall issue a written determination, which shall include the following:

a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;

b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;

c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;

d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;

e. The school district's appeal procedure and permissible bases for the parties to appeal the determination.

6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

- In or out of school suspension.
- Expulsion.
- Restorative justice.
- Requirement to engage in education or counseling program.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker 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.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.
3. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.
4. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal References: Legal Reference: Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
RSA 186:11; 193:38-39; and 354-A
NH Code Admin. R. Ed. 303.01(i) and (j)

Cross Reference:

ACAA-R – Student Unlawful Discrimination/Harassment and Title IX
Sexual Harassment Complaint Procedures
AC – Nondiscrimination/Equal Opportunity and Human Rights
JICFA – Hazing
GBEB – Staff Conduct with Students
JICJ-Devices
JICI Weapons on School
JICK Public Safety and Violence Prevention-Bullying

Last Modified by Lillian Sutton on May 7, 2021

COMMITMENT TO RELIGIOUS NEUTRALITY

Category: Optional



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(b) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(c) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



The Board understands that administration and staff must recognize students’ First Amendment religious rights, subject to reasonable rules and regulations. The Board further recognizes that the United States Constitution’s First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and school employees may not coerce participation in religious activity.

The Board will act to give students the same rights to engage in religious activity and discussion, as they have to engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

All students should respect the individual religious choices and activities of other students.

District Policy History:

First reading: _____
Second reading/adopted: _____

District revision history:

Legal References:

- New Hampshire Constitution, Part I, Art. 5
20 U.S.C. 7904 (No Child Left Behind Act of 2001)
RSA 189:1-b, Freedom of Assembly, Freedom of Religion

COMMITMENT TO RELIGIOUS NEUTRALITY

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised: April 2010
 New Policy: May 2006

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Book	A: Foundations and Basic Commitments
Section	Series A
Title	Educational Philosophy/School District Mission
Code	AD
Status	Active
Adopted	May 4, 1993
Last Revised	October 16, 2012

PHILOSOPHY OF THE SCHOOL DISTRICT

The Board will develop a mission statement for the District and the Board should review and revise the statement annually.

Goals and Mission of the Monadnock Regional School District

The goal of the Monadnock Regional School Board is to be the best school district in the state.

Goal I - To improve the learning of all students in a culture of collective responsibility

Lagging Objectives:

- To have all schools make AYP in all areas for all students
- Create Data Teams in each school and at the district-level
- Develop Personalized Learning Plans for each student
- Revise the teacher supervision/evaluation model to include student performance/accountability

Leading Objectives:

- Align course competencies with common core
- Advance professional development directly related to student learning
- Further recognition of student achievements

Goal II - Develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community

Lagging Objectives:

- Invite community members into educational settings to expand real-life performance-based learning opportunities
- Encourage and create a wide variety of professional development models for educators
- Develop an informed and connected school board

Leading Objectives:

- To implement the professional development plan with fidelity and ensure understanding/endorsement by teachers and staff
- Develop mechanisms for communication between and among schools to ensure savings of resources, expertise, and best practice

Goal III - To improve the level of community awareness and involvement in Monadnock Regional School District and broaden the information available to stakeholders

Leading Objectives:

- Development of Monadnock Regional High School as the center of the community
- Develop improved working relationships between the school board, the district, and key stakeholders

Goal IV - To establish a long and short-term plan for fiscal accountability that will support and sustain the goals outlined in the strategic plan

Lagging Objectives:

- Establish a process for review of staffing patterns to maximize resources and ensure personnel required, while maintaining educational opportunities for students
- Maximize the usage of facilities at all buildings while maintaining or increasing opportunities for students

Leading Objective:

- Ensure that the primary objective of the district's financial planning is to reach a per pupil cost that is comparable to the NH state average

Policy References:

Category - Priority/Required by Law

Last Modified by Lillian Sutton on June 13, 2017

PHILOSOPHY OF THE SCHOOL DISTRICT

Category: Recommended



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(b) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(c) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



The Board will develop a mission statement for the District. The Board should review and revise the statement annually.

District Policy History:

First reading: _____
Second reading/adopted: _____

District revision history:

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.05, School Philosophy, Goals, and Objectives

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised: July, 2005
Reviewed: February, 2004
Revised: November, 1999
Revised: July, 1998

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Book	A: Foundations and Basic Commitments
Section	Series A
Title	Drug-Free Workplace & Drug-Free Schools
Code	ADB
Status	Active
Adopted	May 4, 1993
Last Revised	December 18, 2018
Last Reviewed	July 1, 1998

DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Category: Priority-Required by Law

Identical Policy: ADB

Related Policy: JICH

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
 - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
 - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;

c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

1. The Superintendent is directed to develop administrative procedures and rules necessary and appropriate to implement the provisions of this policy.

Legal References:

- 41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients
- RSA Chapter 193-B Drug Free School Zones
- N.H. Admin. Code, Ed. Part 316

Last Modified by Lillian Sutton on December 20, 2018

DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Category: Priority-Required by Law

Identical Policy: GBEC

Related Policy: JICH



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(b) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(c) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. Drug-Free Workplace

- 1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will

DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

endeavor to:

- a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
- b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
- c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

OPTIONAL - MAY ONLY BE ADOPTED UPON REQUEST BY A SYRINGE SERVICE PROGRAM ADMINISTRATOR - see 2nd paragraph of NHSBA revision note September 2018 below. Notwithstanding above paragraph, the board grants an exception to allow for a Syringe Service Program within the boundaries of the Drug-Free Zone of the _____ [name of particular School], and as requested by _____ [name of organization], a syringe service program administrator/operator as that terms is used in RSA 318-B:43 and 45.

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the

DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

District Policy Adoption & Revision History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients

RSA Chapter 193-B Drug Free School Zones

N.H. Admin. Code, Ed. Part 316

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised and replaced September 2018; Revised: April 2017; April 2010; February 2004; July 1998

NHSBA revision note: September 2018 - ADB, and its identical policy GBEC, are updated to (1) more accurately reflect the requirements of Federal law including a provision that organizations covered by the act establish a "drug-free awareness program", and (2) to clarify the obligations of the Superintendent under the New Hampshire Drug-Free Schools Zone law.

The policy is further amended to include the **optional** language permitting local school boards to make an exception to the Drug Free School Zone restrictions for the purpose of allowing a "syringe service program" (i.e., "needle exchange program) when requested by a "syringe service program administrator".

Important note: Although a district may not adopt the optional provision regarding syringe service programs, districts should replace existing ADB/GBEC such that the policy better reflects the requirements of Federal law.

NHSBA revision note: April 2017 - Revised to reflect changes to federal and state law.

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

Category: Priority/Required by Law

Identical policies: GBED & JICG†

Related policy: IHAMA



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) †This policy is coded in three sections, foundations (ADC), employee (GBED) and student (JICG), as it has provisions which apply generally, to employees and to students. The three policies used to be written separately for each section/application, but have now been merged into this one version. Districts may, but need not, maintain all three. If choosing to maintain one, NHSBA recommends using ADC, and further that the board formally withdraw the other two, with a permanent record of the withdrawn policy. See 2019 NHSBA Fall Update sample GBA for what record of a withdrawn policy might look like.
(b) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(c) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(d) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine 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.

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

"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 *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.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"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 liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

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

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

No employee shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

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.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

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 call 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.

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

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

RSA 126–K:6, Possession and Use of Tobacco Products by Minors

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised – November 2019, September 2018, February 2004, November 1999, July 1998

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

NHSBA revision notes: November 2019 - revised in response to 2019 N.H. Laws Ch. 259:109 (HB 511).

Revisions generally reflect expanded definitions of prohibited electronic devices whether for tobacco or cannabis (vaping etc.). **September 2018** – revised to include definitions and prohibitions relative to E-cigarettes and liquid nicotine, as well as reorganized for improved readability.

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Book	A: Foundations and Basic Commitments
Section	Series A
Title	Tobacco-Free Schools
Code	ADC
Status	Active
Adopted	May 4, 1993
Last Revised	March 3, 2020

TOBACCO-FREE SCHOOLS

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED ON SCHOOL PREMISES

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine 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 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.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"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 liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District. 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 liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

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.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

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.

Revision Dates: 3/3/2020, 1/22/2019

Policy References:

ADB – Drug Free Workplace/Drug-Free Schools

GBEC – Drug Free Workplace/Drug-Free School

GBED – Tobacco Free Workplace

JICG – Tobacco Use by Students

JICH – Drug and Alcohol Use by Students

IGAG – Teaching About Alcohol, Drugs, and Tobacco

Last Modified by Lillian Sutton on March 16, 2020

ACCOUNTABILITY

Category: *Optional*



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.*
- (b) *Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (c) *{**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (d) *Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*



The Board directs the Superintendent to establish an accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability.

The Superintendent will ensure that the district's statistical reports are filed in a timely manner with the New Hampshire Department of Education.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal Reference:

RSA 189:28, Statistical Reports; Failure to File Reports

RSA 193-H:4, Local Education Improvement Plan; Strategic Responses

NH Code of Administration Rules, Section Ed. 306.23, Statistical Reports; Accountability

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New Policy: July 2005

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Book	A: Foundations and Basic Commitments
Section	Series A
Title	Evaluation of Board Operational Procedures
Code	AFA
Status	Active
Adopted	May 4, 1993
Last Revised	July 1, 1998

EVALUATION OF BOARD OPERATIONAL PROCEDURES

The School Board shall periodically establish realistic objectives related to Board procedures and relationships and shall, from time to time, measure its performance against the stated objectives.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Board meetings.
2. Policy development.
3. Fiscal management.
4. Board role in educational program development.
5. Board member orientation.
6. Board member development.
7. Board officer performance.
8. Board-Superintendent relationship.
9. Board-staff relationships.
10. Board-community relationships.
11. Legislative and government relationships.
12. Risk management.

Policy References:

Category - Recommended

Policy Cross References:

» [AFA-R - Evaluation of School Board Operational Procedures](#)

Last Modified by Lillian Sutton on June 13, 2017



Book A: Foundations and Basic Commitments
 Section Series A
 Title Evaluation of School Board Operational Procedures
 Code AFA-R
 Status Active
 Adopted May 3, 1993
 Last Revised July 1, 1998

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Instructions

Each Board member and each administrator asked to evaluate the Board's effectiveness to rate the Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1--Poor 2--Inadequate 3--Adequate 4--Good 5--Excellent

The Board Chairperson or Superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the Board will be given a copy of the composite results.

Individual Rating	Composite Rating	Relationship with Superintendent
		Establishes written policies for the guidance of the Superintendent in the operation of the schools.
		Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
		Engenders confidence in the Superintendent by inviting communication from the Superintendent.
		Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent
		Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent
		Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.
		Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.

		Provides opportunity and encouragement for professional growth of the Superintendent.
		Provides time for the Superintendent to plan.
		Takes the initiative in maintaining a professional salary for the Superintendent comparable with salaries paid for similar responsibility in and out of the profession.

Individual Rating	Composite Rating	Community Relationships
		Encourages attendance of citizens at Board meetings.
		Actively fosters cooperation with various news media for the dissemination of formation about the school program.
		Ensures a continuous planned program of public information regarding the schools.
		Participates actively in community affairs.
		Channels all concerns, complaints, and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.

Individual Rating	Composite Rating	Individual Relationships
		Protects the Superintendent from unjust criticism and the effort of vocal special interest groups.
		An individual Board member does not commit him/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.
		Encourages citizen participation in an advisory capacity in the solution of specific problems.
		Is aware of community attitudes and the special interest groups which seek to influence the district's program.

Policy Cross References:

» [AFA - Evaluation of Board Operational Procedures](#)

Last Modified by Lillian Sutton on June 13, 2017

Policy Motions and Actions from August 10, 2023

BDA-R- Catalog of Recurring School Board Policies

MOTION: *To update policy BDA-R with committee edits.*

- Reorder motions to go from January to December
 - Add suggested motions from email sent by Scott Peters
-

BBB-TA -Oath of Office

MOTION: *To adopt NHSBA sample advisory BBB-TA.*

- This policy is a good technical advisory for the board to be aware of
-

JLCJA- Emergency Plan for Sports Related Injuries

MOTION: *To adopt NHSBA sample policy JLCJA with highlighted items included.*

- This policy is required by law
-

JICC - Student Conduct on School Busses

MOTION: *To update policy JICC with NHSBA sample.*

- Adds some updated language to our current policy
-

JHC- Student Early Release Precautions

MOTION: *To update policy JHC with NHSBA sample.*

- Slight clerical edits are needed on the sample
-

JICDD- Student Discipline/Out-of-school Actions

MOTION: *To update policy JICDD with NHSBA sample.*

- Updates to coincide with law
-

Committee work not requiring board action

- Refer appendix JICC-R to administration for them to get the bus company opinion



Book	B: School Board Governance and Operations
Section	Series B
Title	Catalog of Recurring School Board Policies
Code	BDA-R
Status	Active
Adopted	September 6, 2016
Last Revised	June 1, 2021
Prior Revised Dates	4/7/2020, 9/6/2019, 8/13/2019

Monadnock Regional School District

BDA-R, Catalog of Recurring School Board Motions

Last Updated: 04/07/2020

1. Title: Review Policy DFA
Timing: First Board Meeting in July

Motion: *"To approve the review of Policy DFA as written"*

Rationale: The policy needs to be reviewed annually with a vote of the Board so that the policy can be marked with a 'Reviewed' date

Policy References: DFA

RSA/Federal References: RSA 197:23-a, RSA 383:22

2. Title: Review Policy JLDDB
Timing: First Board Meeting in July

Motion: "To approve the review of Policy JLDDB as written"

Rationale: The policy needs to be reviewed every two years with a vote of the Board so that the policy can be marked with a 'Reviewed' date

Policy References: JLDDB RSA/Federal References: RSA 193-J

3. Title: Approve Instructional Plan
Timing: First Board Meeting in July

Motion: *"To approve the instructional plan as written for school year ____/____"*

Rationale: The plan needs to be reviewed annually with a vote of the Board so that Administration can move forward with curriculum purchases and resource planning

Policy References: IJ
Materials and Resources
Instructional Resources

NH Dept of Education: Ed 306.141(a)(4), Instructional
Ed 306.08,

4. Title: Independent Auditor
Timing: First Board Meeting in July

Motion: "To approve the business office to engage " _____ " as the independent auditor for the xxxx/xxxx school year"

Rationale: The School Board is responsible for approving an independent financial auditor for each fiscal year

Policy References: DIE **RSA/Federal References:** RSA 97:25, RSA 671:5

5. Title: Student Tuition Rate
Timing: First Board Meeting in July

Motion: "To set the student tuition rate for to \$_____, and \$_____ for Special Education students"

Rationale: At the beginning of each fiscal year the fully burdened tuition rate is identified for each student type. This rate is charged to families or districts who choose to send out of district students to an MRSD school

Policy References: JFAB **RSA/Federal References:** RSA 193:4

6. Title: Review Student Handbooks
Timing: First Board Meeting in August

Motion: *No motion - review only*

Rationale: Annual review, tradition

Policy References: CHCA **RSA/Federal References:**

7. Title: Support Staff Appreciation Lunch
Timing: Last Board Meeting in October

Motion: "To publicly thank and appreciate our support staff by providing a lunch meal on " _____ " (mm/dd)

Rationale: The School Board has a tradition of providing lunch to all support staff one day each year to coincide with National Support Professionals Day

Policy References: **RSA/Federal References:**

8. Title: Annual Proposed Operating Budget

Timing: At or before the annual joint meeting of the Budget Committee and the School Board (mid-October to mid-November)

Motion: *"To set the proposed operating budget for the next fiscal year in the amount of \$x.xx"*

Rationale: To ensure that an operating budget is proposed in a time to develop warrant articles, the proposed budget number must be established by the board

9. Title: Warrant Articles

Timing: Last Meeting in December (or sooner)

Legal Deadline: 2nd Tuesday in January

Motion: *"To create a warrant article that shall read as follows: _____"*

Rationale: The School Board is responsible for approving the language of each individual warrant article

Policy References:

RSA/Federal References: RSA 40:13

10. Title: Warrant Articles in Plain English

Timing: Last Meeting in December (or sooner)

Motion: *"To describe warrant article #___ using the following language: _____"*

Rationale: Any descriptive language used to describe the board's position or rationale for a warrant article must be approved by the School Board before it can be published

Policy References:

RSA/Federal References:

11. Title: Approve the High School Program of Studies

Timing: Last Meeting in January

Motion: *"To approve the High School Program of Studies for the xxxx/xxxx School Year as presented"*

Rationale: Annual approval no later than the end of January so course sign-ups can occur

Policy References: IFD

RSA/Federal References:

12. Title: CRC Edit of Warrant Articles in Plain English

Timing: Last Meeting in January

Motion: *"To authorize the Community Relations Committee to edit the 'warrant articles in plain English' following the MRSD deliberative session"*

Rationale: There is a narrow window of time between the deliberative session and the deadline to provide the warrant articles in plain English to various media outlets

Policy References:

RSA/Federal References:

14. Title: Board Officers**Timing: First Meeting after Annual Town Vote (March)**

Motion: *"To nominate " _____ " to the role of " _____ " (e.g. chairman, vice chair)*

Rationale: Each year when Board Membership changes the leadership roles of the board must be voted and approved

Policy References: BDA, BDB

RSA/Federal References: RSA 91-A:2

15. Title: Board Member Annual Ethics Review**Timing: First Meeting after Annual Town Vote (March)**

Motion: No motion required.

Rationale: All members shall review the board's ethics policy BCA, and each board member shall sign BCA-R in witness of the Board Chair and Superintendent

Policy References:

RSA/Federal References:

16. Title: Committee Memberships**Timing: Second Meeting after Annual Town Vote (April)**

Motion: *"To approve the committee appointments made by the board chair"*

Rationale: At the first meeting of the School Board the (newly appointed) chairman is responsible for appointing committee members. The Board must then approve the appointments

Policy References: BDA, BDE

RSA/Federal References:

17. Title: Certified Staff Renewal**Timing: Late March / Early April****Legal Deadline: April 15th**

Motion: *"To approve the renewal of " _____ " as recommended by the Superintendent.*

Rationale: The School Board is responsible for approving the renewal of all teachers, principals, guidance, nurses, specialists, SAU Admins, minus any non-renewals presented by the Superintendent

Policy References: GCF

RSA/Federal References: RSA 189:39, RSA 189:14

18. Title: Teacher Appreciation Lunch**Timing: April**

Motion: *"To publicly thank and appreciate our teaching staff by providing a lunch meal on " _____ " (mm/dd)*

Rationale: The School Board has a tradition of providing lunch to all teachers one day during teacher appreciation week

Policy References:

RSA/Federal References:

20. Title: Superintendent Evaluation**Timing: First Meeting in May****Motion:** *"To endorse the performance evaluation of Superintendent _____ for the xxxx/xxxx school year"***Rationale:** In 2019 the board approved an update to policy CBI that calls for the evaluation process to begin in April, and be collated/summarized by the first board meeting in May**Policy References:** CBI **RSA/Federal References:**

21. Title: Non-Certified Staff Renewal**Timing: Late May / Early June****Legal Deadline: Last Day of School****Motion:** *"To approve the renewal of " _____ " as recommended by the Superintendent."***Rationale:** The School Board is responsible for approving the renewal of all non-certified staff (e.g. Paras, Maintenance, etc.), minus any non-renewals presented by the Superintendent**Policy References:** GDF**RSA/Federal References:**

22. Title: End of Year Accounts Payable**Timing: First Meeting in June****Motion:** *"To authorize the business office to write checks weekly, and to authorize " _____ ", " _____ ", and " _____ " to sign the weekly manifest at the SAU office through the end of the fiscal year"***Rationale:** As the fiscal year comes to a close, the business office needs to pay all outstanding bills without waiting for the school board to meet, especially in the final days of the year after the board's last meeting in June**Policy References:** DK**RSA/Federal References:** RSA 197:23-A

23. Title: End of Year Encumbrance**Timing: First/Second Meeting in June****Motion:** *"To encumber unspent funds from the xxxx/xxxx school year in the amount of \$ _____ for the purpose of " _____ ""***Rationale:** If the fiscal year ends with a positive balance, the board is empowered to encumber specific amounts for specific projects that carry over into the next fiscal year**Policy References:** DIA**RSA/Federal References:** RSA 198:4-a (III)

24. Title: Food Service Accounts Receivable**Timing: Last Meeting in June****Legal Deadline: June 30th****Motion:** *"To transfer funds in the amount of \$ _____ from the food supplemental fund to Monadnock Nutritional Services to reduce their accounts receivable balance to zero"*

Rationale: Federal Law mandates that public school Nutritional Services must end the fiscal year with a positive balance or a balance of zero. Student debt is not canceled.

Policy References: DBJ

RSA/Federal References: RSA 32:10, 282-A:71,III [1]

25. Title: Data Governance Plan

Timing: Last Meeting in June

Legal Deadline: June 30th

Motion: *"To approve the data governance plan as presented for the coming school year"*

Rationale: Numerous federal laws (e.g. COPPA, FERPA) require the annual review and renewal of the data governance plan

Policy References: EHAB

RSA/Federal References: RSA 186:66 * Student Information Protection and Privacy, 15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA), etc.

Jul 29, 2023,
6:38 PM (11 days
ago)

Scott Peters

to me

Between 4 & 5

Title: NHSBA Resolutions

Timing: Last Board Meeting in July

Motion: *To submit the following proposed resolutions to NHSBA for the annual School Board Association meeting*

- *Suggestion 1*
- *Suggestion 2*
- *Suggestion 3, etc.*

Rationale: Annual request, tradition

Policy References:

RSA/Federal References:

Between 6 & 7

Title: Proposed Budget Ideas

Timing: Last Board Meeting in August / First Board Meeting in September

Motion: *For Administration to include recommendations and potential cost for the following initiatives in the proposed budget:*

- *Suggestion 1*
- *Suggestion 2*
- *Suggestion 3, etc.*

Rationale: Annual request, tradition

Policy References:

RSA/Federal References

OATH OF OFFICE*Category: Technical Advisory**Related Policies: BBB, BBBE & BCA
Related Form: BBB-F*

*This document is a technical advisory only, intended to provide school boards and school district officers guidance and information relative to the Constitutional and statutory requirements relative to the oath of office. **As a technical advisory, no action by the Board is required.***

School board members, as well as school district moderators, clerks, treasurers and other elected, re-elected, appointed or re-appointed, district officers, are required to take an oath of office pursuant to Pt. II, Article 84 of the New Hampshire Constitution. See also RSA 92:2, and RSA 42:1 (applicable to school districts per RSA 194:1). Unfortunately, the statutes applicable to the timing and manner of giving or administering the oath for school district officers are sprinkled throughout various titles and chapters of the New Hampshire Revised Code Annotated (i.e., “RSA”).

A. Term of Office. Under RSA 671:3, the term of office for district officers runs from officer’s election (or appointment), until the election and qualification of a successor. The oath of office is an essential and the last “qualification” to serve as an official. Accordingly, the term of office for an officer begins upon taking the oath¹ following the conditions outlined in section B below. Conversely, **the person holding the office before the election** (or appointment if no vacancy) whether it is someone who did not run again, or ran and was not declared the winner, **will hold office until the newly elected person takes the oath.**

B. Time and Place for Taking Oath.

1. **Elections.** With few exceptions², **if no recount is requested**, a person elected to a school district office should be sworn as soon after the Friday following the election.
 - a. **If a recount is requested, and the originally declared winner is affirmed**, then that person may take the oath as soon as practicable after the declaration of recount results.
 - b. If a **different person is declared the winner after a recount, and no appeal** of the result is taken, then the newly declared winner may take the oath and office on the sixth day following the recount.
 - c. If a **different person is declared the winner after the recount, and an appeal is taken**, that newly declared winner (i.e. after the recount) does **not** take the oath or take office until after a final ruling on the appeal.
2. **Failure to Timely Take Oath.** Under RSA 42:6, a person elected to office is guilty of a violation if s/he fails to take the oath within 30 days of the election. Additionally, under RSA 652:12, that office is deemed vacant, tantamount to forfeiture of the office by that person.
3. **Appointments.** Persons **appointed** to office take the oath of office (vacancy or non-elected) upon their appointment.

¹ The one exception is the district treasurer whose term begins after the later of the beginning of the fiscal year or the taking of the oath. I.e., the treasurer can be sworn in at the same time as other elected officers, whose terms would begin upon the swearing in, but the treasurer’s term does not begin until the new fiscal year. See RSA 671:6.

² Most notable exceptions are: (1) the treasurer, see footnote 1, and (2) if a candidate ran unopposed, AND no write-in candidate received one vote for that office, the candidate may take office/the oath as soon as the results are declared and the annual meeting has concluded (see RSA 671:32 , 669:10, II & 669:30).

OATH OF OFFICE

C. Who May Administer the Oath.

The power to administer oaths for school district officers is given to the district moderator, clerk, assistant moderator, any sitting member of the school board, and any justice of the peace. See RSA 92:5, 197:19, 19-a, and 20.

D. Form, Place and Manner.

1. **Form.** The form of the oath (i.e., the oath itself), is as proscribed in the N.H. Constitution. See Section E, below, and NHSBA sample BBB-F. Under RSA 92:3, the word "*affirm*" may be substituted for "*swear*," in the form of the oath; and the words "*This you do under the pains and penalties of perjury*," instead of "*So help you God*."
2. **Place.** There are no specific requirements relative to where the oath may be administered. Many districts swear their newly elected officers in at a school board or other public meeting, but that is not required.
3. **Manner/Ceremony.** Other than the form of the oath itself, the only requirement as to administration of the oath is that the person giving the oath raise her/his right hand. RSA 92:4.

E. Certificate of Oath. The person administering an oath is required to “file a certificate” of the oath with the District Clerk (c/o SAU). All Certificates of Oath of Office shall be maintained as records of the District. See NHSBA sample form BBB-F.

Legal References:

N.H. Constitution, Pt. II, Art. 84
RSA Chapter 42, Oaths of Town Officers
RSA Chapter 92, Tenure and Oath of Office in Certain Cases
RSA 197:19, Moderator
RSA 197:19-a, Assistant Moderator
RSA 197:20, Clerk
RSA 652:12, Vacancies
RSA Chapter 669, Town Elections
RSA Chapter 671, School District Elections
N.H. Election Procedure Manual (Accessible on website of the N.H. Secretary of State, Elections Division)

Legal References Disclaimer: *These references included as additional resources for those interested in the subject matter of the technical advisory, are not intended as a comprehensive or exclusive compilation of applicable laws.*

NHSBA history: New Technical Advisory, March 2022.

w/p-update/2022-U1 Spring/BBB-TA Oath of Office 2022-U1 (1)

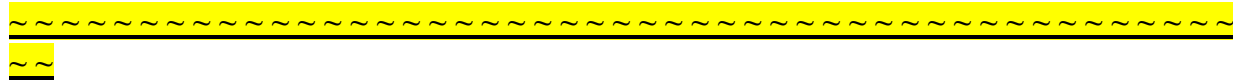
DISCLAIMER: This sample is provided for general information only and as a resource to assist NHSBA member Districts. This Technical Advisory is not to be considered legal advice. School Districts and Boards of education should consult with legal counsel to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority/Required by Law

Related Policies: EBBB, EBBC, EBCA, JJIB, JLCE/EBBC, JLCEA & JLCJ

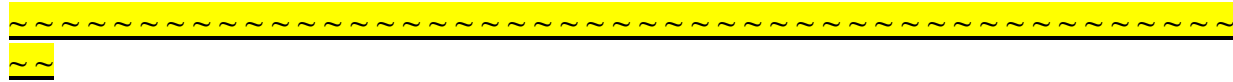
Related Administrative Procedures: JJA-R



ADOPTION/REVISION NOTES -

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) NOTE – Newly enacted RSA 200:40-c requires an emergency plan for sports related injuries for school districts with any grades 4-12. It is optional for grades preK – 3.
(b) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(c) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(d) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. Creation of Plan. No later than August 1, 2022,1 the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator , district athletic trainer(s) and school nurse(s)], shall establish a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities.

The Sports Injury Emergency Action Plan shall:

- a. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
b. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;

1 [Delete footnote.] The “effective date” language pertaining to RSA 200:40-c (see 2021 N.H. Laws Chapter 210, Pt. III, §210:2) suggests that districts which begin the 2022-23 school year before September 1, 2022 might have until the beginning of the 2023-24 to develop and institute the plan. NHSBA cautions against that reading and recommends that districts wishing to wait until the 2023-24 school consult with private counsel.

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES and
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION**

- c. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
 - d. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
 - e. Identify the equipment and supplies and location thereof needed to respond to the emergency;
 - f. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 - g. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association.
- B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. Additional Written Protocols and Procedures Required.** No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator _____, district athletic trainer(s) and school nurse(s)], shall develop written procedures and protocols as described below:
1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
 2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES and
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION**

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA)².

- 3. **Student Return to Play** - Procedures governing a student’s to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy {**}JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

- D. **Annual Review and Update.** The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

- E. **Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.** The Sports Injury Emergency Action Plan shall be included with each school’s annual Emergency Response Plan (see Board policy {**}EBCA).

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)

²[Delete footnote.] As most districts are aware, HIPAA does not apply to student records, including health records, maintained by the District. Accordingly, maintaining such information in the same manner as other student health records should be sufficient. Consult with District counsel for specific inquiries.

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES and
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION**

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

RSA 200:40-c, Emergency Plan for Sports Related Injuries

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – Sept. 2021

NHSBA Notes, September 2021: This new sample policy was created to facilitate compliance with RSA 200:40-c, as enacted by passage of SB 148 Part III, which requires the creation of emergency plans for sports related injuries, protocols for gathering health records from student-athletes engaging in sports, and procedures overseeing return to play following injury.

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STUDENT CONDUCT ON SCHOOL BUSES

Category: Recommended

Related Policies: EEA, JIC & JICD
Related Administrative Procedures: JICC-R



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) The 2021 update to JICC corresponds to changes to most of NHSBA sample policies relating to transportation, including the withdrawal of redundant sample policy EEAE. In adopting the revisions to JICC – or adopting it in the first instance – districts should assure that they withdraw EEAE. Because policy references can often be found in handbooks, procedures and other such documents, a district withdrawing EEAE should retain a “withdrawn” copy in the manual, with direction that “All reference to EEAE found in external materials shall mean / refer to policy JICC.”
(b) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(c) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(d) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



Students using school buses and other District transportation are under the jurisdiction of the School from the time they board the bus until they exit the bus. Additionally, Board policy {**}JICDD applies to “out-of-school” student conduct, including, but not limited to, conduct at or near school bus stops.

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 as needed.

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 [or other such rules as termed by the district].

If a student is to lose the privilege of riding the bus (“transportation suspension”), advance warning will be given, except for misconduct that threatens or the health, safety or welfare of other students,

STUDENT CONDUCT ON SCHOOL BUSES

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 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 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 Board in maintaining good conduct on the bus.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 189:6-a, School Bus Safety

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

NH Code of Administrative Rules, Section Ed. 306.04(d)(1), School Safety

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history. Revised – Sept. 2021, October 2005

STUDENT CONDUCT ON SCHOOL BUSES

NHSBA revision notes. September 2021, This sample policy amended to clarify that the District has authority over student behavior on any official District transportation. **See also Sept. 2021 revision notes for sample EEA.**

w/p-update/2021-U2/in.rtf

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Book	J: Students
Section	Series J
Title	Student Rules & Conduct on the School Bus
Code	JICC-R
Status	Active
Adopted	May 4, 1993
Last Revised	November 1, 1999

STUDENT RULES AND CONDUCT ON THE SCHOOL BUS

1. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
2. Pupil shall wait in a safe place, clear of traffic until the bus stops, the door is open, red flashing lights are on, and the driver has directed you to proceed.
3. Pupil shall wait in an orderly line and avoid horseplay.
4. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon the direction of the driver (10-foot minimum crossing distance).
5. Pupil shall go directly to an available or assigned seat when entering the bus and move in toward the window. At that time, they must fasten their seat belt, which they are required to wear (On vehicles so equipped).
6. Pupil 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 the emergency door will be used for emergencies only.
7. Everyone shall observe 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. Pupil is permitted to carry only objects that can be held on his/her lap.
9. Pupil shall refrain from throwing or passing objects on, from or into buses.
10. Pupil shall refrain from eating and drinking on the bus.
11. Pupil shall respect the rights and safety of others.
12. Pupil shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from a principal.)
13. Pupil is prohibited from extending head, arms or objects out of the bus windows. Students will not be allowed to lower windows without permission of the driver.
14. Only authorized riders will be permitted on the bus.
15. When necessary, students will be expected to sit three passengers to a seat.
16. Pupil 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. Pupil shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
18. Pupil shall not carry hazardous material, nuisance items, and animals onto the bus.
19. Pupil is prohibited from hitching rides via bumper or other parts of the bus.
20. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.

There may be circumstances that could result in immediate suspension from the bus -- such disciplinary action to be at the discretion of the appropriate school administrator. The following procedure will be used whenever rules 1 through 15 have been committed:

FIRST OFFENSE 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 Office.

SECOND OFFENSE will result in a three-day suspension from bus privileges. Parents must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a suspension.

THIRD OFFENSE will result in an immediate five (5) day suspension from ANY bus. (This includes field trips, sports events or any activities.)

- All suspensions represent school days, not calendar days.

For infractions 16 through 20 the following procedures will be followed:

FIRST OFFENSE will be an immediate minimum 3 (3) day suspension from ALL buses.

SECOND OFFENSE will be an immediate minimum ten (10) day suspension from ALL buses.

THIRD OFFENSE will result in the immediate suspension from ANY bus. "RSA 189:9 -- Pupils prohibited for Disciplinary Reasons. Notwithstanding the provisions of RSA 189:6-8, the Superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

I. If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil's right.

II. Until the appeal is heard, or if the suspension of pupil's right 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.

Policy References:

RSA 189:9, 189:6-8

Reference Policies: EEACC & EEA-R

Policy Cross References:

- » EEA - Student Transportation
- » EEA-R - Student Transportation Services
- » JICC - Student Conduct on School Buses

Last Modified by Lillian Sutton on July 6, 2017

SCHOOL BUS CONDUCT RULES

Category: Recommended

Related Policies: EEA & JICC
Related Administrative Guidelines: EEAE-R



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) These sample regulations replace previous JICC-R, and EEAE. They are not intended as school board policy, but rather administrative regulations and procedures to help administrators implement related board policies EEA & JICC. As with all administrative regulations, the scope and breadth are subject to school board policies and review, as well as applicable law.
(b) As these are administrative regulations, adoption may be deferred until the 2022-23 school year.
(c) Because this sample is not intended as a board policy, neither the original adoption, nor revisions / amendments to the same, require approval by the board any more than other administrative regulations or procedures promulgated under the superintendent's direction.
(d) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(e) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(f) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(g) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



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]1 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 [Delete footnote.] Name of consolidated behavioral and disciplinary rules which establish the District’s “system of supports and consequences” per RSA 193:13, XI. For further information see NHSBA samples JIC and JICD.

SCHOOL BUS CONDUCT RULES

[Add/subtract rules as deemed appropriate.]

1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Students 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 students to get on the bus.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students may 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. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Students 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 safely on his/her own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students shall refrain from eating and drinking on the bus. *[Schools differ greatly on this particular rule, especially relative to sports activities. Modify as appropriate.]*
12. Students shall respect the rights and safety of others.
13. *[This rule differs depending on the grade levels. Modify as needed.]* 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 windows without permission of the driver.
15. Only authorized riders are permitted on the bus.
16. When necessary, students will be expected to sit three passengers to a seat. *[Implementation of this rule may depend on a district's transportation contract.]*
17. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any

SCHOOL BUS CONDUCT RULES

controlled substance. In addition to any interventions or consequences pursuant to these rules or the **[Student Code of Conduct]**,² The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.

18. Students shall not use profane language or obscene gestures, and shall make any 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.
21. Pupil 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**:³

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 one (1) hour after school detention. Parents/guardians must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

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 **2 through 16**:⁴

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

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

² **[Delete footnote.]** See footnote 1.

³ **[Delete footnote.]** Adjust numbers if adding/subtracting expectations.

⁴ **[Delete footnote.]** Adjust numbers if adding/subtracting expectations.

SCHOOL BUS CONDUCT RULES

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

If a pupils transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that pupil has right of 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 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 discipline 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.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 189:6-a, School Bus Safety

SCHOOL BUS CONDUCT RULES

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons
RSA 193:13, Suspension and Expulsion of Students

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised – Sept. 2021

NHSBA revision notes, September 2021, revisions to JICC-R were part of complete restructuring of NHSBA samples relative to student transportation services (see related policies referenced at top of this sample). **See also Sept. 2021 revision notes for sample EEA.**

w/p-update/2021-U2 Fall/JICC-R Student Conduct Regs 2021-U2 (v5)

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Book	J: Students
Section	Series J
Title	Released Time for Students
Code	JHC
Status	Active
Adopted	May 4, 1993
Last Revised	November 1, 1999

STUDENT RELEASE PRECAUTIONS

All school personnel are to be instructed to refuse requests for children to leave the school grounds once they have come to the school or have been deposited there from the school buses or other vehicles. Children shall not leave the school grounds from the time they arrive until the time of their departure for home except as follows:

- a. No school or grade may be dismissed before the regular hour for dismissal except with the approval of the Office of the Superintendent of Schools.
- b. No teacher may permit any individual student to leave school prior to the regular hour of dismissal except by permission of the Principal or his/her designated representatives.
- c. No student may be permitted to leave school prior to the dismissal hour for any reason unless permission of the parent or guardian has been first secured, nor sent home unless a responsible adult is at the home. Any student being released during the school day must be released through the school office when he/she leaves and must report to the office when he/she returns, except that Students who are ill may also be released through the Nurse's office. Students will be released only when legally authorized by the parent or legal guardian. Students traveling on school buses to school-sponsored activities will return from the activity on the bus unless released to their parents.

Policy References:

Category - Recommended

Last Modified by Lillian Sutton on July 6, 2017

STUDENT EARLY RELEASE PRECAUTIONS

Category: Recommended

School district staff will not permit a student to leave school during the school day unless the student is accompanied by the student's parent/guardian, or other person so authorized by the school district and the student's parents/guardians. In all situations, the Principal shall approve the early release.

School officials will presume that each parent has equal authority to exercise rights of visitation, removal of the student from school, the right to inspect and review educational records, and all other rights and privileges extended to parents. Requests from parents asking the school to restrict the release of a student to the other parent will not be honor unless accompanied by a court order or other legally binding document which corroborates the request.

The Principal is authorized to establish additional procedures necessary to ensure the proper and safe release of students. Such procedures must adhere to the following rules:

1. Students will only be released to the parent, guardian, or written designee of the parent or guardian, or to other individuals or agencies as permitted or required by law.
2. The District will release a student to either parent unless the District has a valid court order directing otherwise or unless the parent requesting the release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities.
3. Students who are 17 years old and living independently and students 18 years old or older must validate their own attendance and dismissal.
4. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. The parent or guardian will still be required to enter the school building and sign the student out.
5. If it is determined that a student who is ill or sick should be taken home, the school nurse will contact the student's parent or guardian to arrange for an early release. The school nurse will also notify the Principal.

Revised: September 2009

Reviewed: October 2004

Revised: July 1998, November 1999

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Book	J: Students
Section	Series J
Title	Student Discipline for Out of School Actions
Code	JICDD
Status	Active
Adopted	November 1, 1999
Last Revised	May 7, 1999

STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

The Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Out-of-school and off-campus student conduct that may subject a student to discipline include, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

Cyber-Bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

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 to 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.

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

Revised: May 2006, August 2007, August 2008, September 2010

Last Modified by Lillian Sutton on May 22, 2019

STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

Category: Recommended

See Also JIA, JIC, JICK



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

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- (b) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (c) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



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Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

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1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

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Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

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 to 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.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised: September 2015

Revised: May 2006, August 2007, August 2008, September 2010

NHSBA Revision Note, September 2015: Minor change in third paragraph. Two paragraphs added to section relating to cyber-bullying and internet threats. Such changes are in response to RSA 189:70, effective September 2015. RSA 189:70 prohibits school districts from requiring students to provide information relative to personal social media accounts. Districts may request certain information if such information is relative to an ongoing investigation. However, such information cannot be demanded or required. Last change is the addition of Legal References.

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*Monadnock Regional
Middle High School*

**PARENT/STUDENT
HANDBOOK
2023-2024**



*580 Old Homestead Highway
Swanzey, NH 03446
603-352-6575
<https://www.mrsd.org/>*

Monadnock Regional Middle High School Handbook

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Prohibition Against Discrimination of Students in Educational Programs (Policy [AC](#))

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 student in the District's education programs, on the basis of any of the above classes, or a student'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.

Superintendent of Schools	Lisa A. Walker
Human Rights Officer	Monadnock Regional School District 600 Old Homestead Highway Swanzey, NH 03446 (603) 352-6955, ext. 6951 FAX (603) 358-6708 lwalker@mrsd.org
Assistant Superintendent	Jeremy Rathbun
Title IX Coordinator	(603) 352-6955, ext. 6959 jrathbun@mrsd.org
Director of Student Services	Catherine Woods – Director of Student Services
504 Coordinator	(603) 352-6955 ext. 6967 cwoods@mrsd.org
English Language Learners	Natalia Rogova – English Language Teacher (603) 352-3383 nrogova@mrsd.org

Dear Families,

Welcome to the Monadnock Regional School District! I am honored to be part of the Monadnock Regional School District, and our entire MRSD team is looking forward to working with you and your children this year. We understand that each and every child is special to their family, and I would like to assure you that they are special to us as well. We are committed to providing each child with a quality and meaningful education.

This publication of the Monadnock Regional Middle-High School Parent Student Handbook includes general information regarding the policies and procedures governing the operation of our schools that will be useful to you throughout the school year. Please refer to this handbook for any questions you may have regarding procedures. If you do not find the answer to your question, please do not hesitate to contact your school office.

After you read through this handbook, please review it with your child/children, sign and return any required documents, and keep it handy for reference during the school year.

Thank you for your attention to this publication. Welcome to a wonderful year of learning at MRMHS, and join us as we **#celebrateMRSD!**

Sincerely,

Lisa A. Walker
Superintendent of Schools
Monadnock Regional School District

[Follow the Monadnock Regional School District on Facebook!](#)

@MonadnockRSD

Dear Husky Community:

Welcome to the 2023-2024 school year! I am very excited to be working with each of you to help make your educational experience the best here at Monadnock Regional Middle High School.

Enclosed in this handbook you will find some very important sources of information. Please read it carefully as it contains procedures and behavioral expectations for our students, extra-curricular information, acceptable use of computers, as well as the Student Code of Conduct Expectations.

I look forward to working with all of our community. We offer a tremendous educational experience here with lots of opportunities for our students to become a part of our community. Please do not hesitate to contact me if you have any questions or concerns.

Respectfully,

Lisa Spencer, Principal
Monadnock Regional Middle High School

Monadnock Regional School District Mission Statement

We embrace our shared responsibility to guide students to become active citizens who are both empowered and inspired to contribute to the future of their community.

Therefore, we collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering life-long learning.

Monadnock Regional School Board

2022 New Hampshire School Board of the Year

Mr. Scott Peters, Chair, Troy	Ms. Kristen Noonan, Fitzwilliam
Ms. Lisa Steadman, Vice Chair, Troy	Ms. Cheryl McDaniel Thomas, Swanzey
Mr. Edmond Laplante, Richmond	Mr. Eric Stanley, Swanzey
Mr. Brian Bohannon, Swanzey	Mr. Elizabeth Tatro, Swanzey
Ms. Stephanie Lawlor, Swanzey	Ms. Jenn Strimbeck, Gilsum
Mr. Dan LeClair, Swanzey	Mr. Jeff Cesaitis, Fitzwilliam
Ms. Gina Carraro, Roxbury	

Monadnock Regional School District Personnel

Ms. Lisa A. Walker, Superintendent of Schools
Mr. Jeremy Rathbun, Assistant Superintendent
Ms. Janel Morin, Business Administrator
Ms. Catherine Woods, Director of Student Services
Mr. Chris Czifrik, Director of Technology
Mr. Tom Walsh, Director of Nutritional Services
Mr. Tony Breen, Director of Facilities
Ms. Barb Arguin, Title 1 Program Manager
Ms. Frannie Ashworth, Project Beyond the Bell Program Director
Ms. Lauren Klowak, PK/Elementary Special Education Coordinator
Ms. Lillian Sutton, Administrative Assistant to Superintendent & Assistant Superintendent
Ms. Wendy Brown, Payroll Coordinator
Ms. Ann DeTurris, Administrative Assistant to Student Services
Ms. Sharon Boucher, Personnel Coordinator
Ms. Norita Pacanza, Accounts Payable Coordinator
Ms. Michele Robidoux, Office Coordinator
Ms. Monique Rieth, Federal Funds Bookkeeper
Ms. Sandy Jepson, District Data Specialist
Ms. Sharon Arnone, Title 1 Administrative Coordinator

MRMHS Belief Statements

As the faculty and staff of Monadnock Regional Middle High School, we profess the following belief statements. We constantly hold them in our thoughts and strive to incorporate them into all that we say and do. (revised 5/26/16)

1. We believe that every student has the right to a quality education.
2. We believe that every student has a responsibility to be an active participant in an education with a challenging curriculum.
3. We believe that curriculum should be delivered using differentiated instructional strategies and assessed using appropriate methods.
4. We believe that meaningful learning should take place in a safe, supportive environment infused with respect for others.
5. We believe that teaching content, in addition to habits, is the best way to educate the whole student.
6. We believe that all students should be ready to become active members of society as they continue their learning or start a career.

Monadnock Husky P.R.I.D.E.

With **PERSEVERANCE** we focus on the level at which the student's work demonstrates a combination of his or her initiative, resourcefulness, and effort.

With **RESPONSIBILITY** we describe the student's ability to respond to the social expectations required for a civil society. This code of conduct is outlined informally throughout general classroom expectations such as those concerning punctuality, attendance, and work deadlines. It is described formally in documents such as the student handbook and district policies.

With **INTEGRITY** we look at the student's ability to make ethical decisions and accept the consequences of those decisions.

With **DEDICATION** we describe the attitudes and choices that lead to the student's achievement of personal, civic and academic growth. We look at how well the student connects educational goals with his or her future, community and life.

With **EMPATHY** we describe how the student helps to build up his or her community and civil society. We look at personal attributes such as patience, kindness, tolerance, care and concern for the well-being of others and the student's ability to accept the differences between himself or herself and others.

Monadnock Regional Middle High School Contacts

Lisa Spencer	Principal	Ext. 6705
Robin Arlen	Administrative Assistant (Principal)	Ext. 6704
Anne Clark	Reception Desk-Front Office	Ext. 6700
Paul Goodhind	Assistant Principal (7-8)	Ext. 6765
Sharon Duquette	Administrative Assistant (7-8)	Ext. 6764
Becky Russell	Assistant Principal (9-12)	Ext. 6746
Vicky Tupper	Administrative Assistant (9-12)	Ext. 6715
Kelsey Kilburn	School Counselor (A-G)	Ext. 6709
Bethany Maynard	School Counselor (L-Z)	Ext. 6713
Barb Geiss	School Counselor (7-8)	Ext. 6754
Karin Willson	Administrative Assistant (Guidance)	Ext. 6708
Heidi Grotton	Administrative Assistant (Special)	Ext. 6714
Kathryn Schnare	Special Ed. Coordinator	Ext. 6706
Thomas Cote	Athletic Director	Ext. 6719
	School Nurse	Ext. 6702

*If a student is to be absent from school, a parent or guardian should call:

- Middle School Assistant Principal's Office at **352-6575 ext. 6764**
- High School Assistant Principal's Office at **352-6515 ext. 6715**
- or email at mrmhsattendance@mrds.org

Setting Appointments with Administrators

Should a parent/guardian desire to speak with an administrator, they must call and set up an appointment with that administrator's assistant. We recognize that the concerns you have regarding your student are of the utmost importance. They are a top priority for us as well. Nevertheless, we have to ensure that we are serving the needs of all of our students. Each student is important and each

deserves our time and attention. As such, we ask that you request for a meeting at least 4 hours in advance. 24-hour notice is ideal.

Visitors (Policy [KK](#))

Citizens are encouraged to visit the schools and to observe the school program. All persons, other than teachers and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school principal or secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the principal or by direct contact with the teacher. No person shall visit a school without first reporting to the office of the principal as to the purpose and place of the visit.

To avoid many disruptions to the educational process and protect the safety and welfare of the students and staff, visitors are encouraged to make appointments after 2:30 to meet with faculty and staff. If there is a case when this cannot occur, the visitor must be approved by the Principal or Assistant Principal at least three days in advance.

2023-2024 High School Bell Schedules

High School Daily Bell Schedule

TIME		Description	CCC Line-Up
7:15 am		Warning Bell	
7:24 am		2nd Warning Bell – Report to Block 1	
7:30am — 8:17am		Period 1 (47 min.)	
8:20am — 9:07am		Period 2 (47 min.)	
9:10am - 9:50am		Period 3 W.I.N. (40 min.)	Leave MRMHS at 9:40am, return at 11:40 CCC Block 2 10:03-11:21
9:53am - 10:40am		Period 4 (47 min.)	
10:43am - 11:30am		Period 5 (47 min.)	Leave MRMHS at 11:10 and return at 1:35pm CCC Block 4 is 11:26-1:17pm

11:33am - 12:48pm		Period 6 (75 min.)	
Class/Lunch B/Class		Class 11:13am – 11:52pm (39 min) B Lunch 11:55am – 12:20pm (25 min) Class 12:23pm – 1:04pm (41 min)	CCC Block 4 students will eat lunch at Keene High School
Class/Lunch C		Class 11:13am – 12:36pm (83 min) C Lunch 12:39pm – 1:04pm (25 min)	
12:51pm - 1:39pm		Period 7 (48 min.)	
1:43pm - 2:30pm		Period 8 (47 min.)	
2:30pm		Departure	
4:00pm		Late bus bell and departure on M, T, Th	

High School 2-Hour Delay Schedule

9:15am		Warning Bell
9:24am		2nd Warning Bell – Report to Block 1
9:30am - 10:03am		Period 1 (33 min)
10:06am - 10:39am		Period 2 (33 min)
10:42am - 11:15am		Period 4 (33 min)
11:18am - 11:51am		Period 5 (33 min)
11:54am - 1:18pm		Period 6 (84min. -includes passing time)
Class/Lunch B/Class		Class 11:54am – 12:19pm (25 min) B Lunch 12:22pm – 12:47pm (25 min) Class 12:50pm – 1:18pm (25 min)
Class/Lunch C		Class 11:54am – 12:47pm (50 min) C Lunch 12:50pm – 1:18pm (25 min)
1:21pm - 1:54pm		Period 7 (33 min.)
1:57pm - 2:30pm		Period 8 (33 min.)
2:30pm		Departure

2023-2024 Middle School Bell Schedules

Middle School Daily Bell Schedule

Time	Description
7:15am	Warning Bell
7:30am	2nd Warning Bell – Report to Core 1
7:30-8:21 AM Core 1	Core Classes: Math, English, Social Studies, Science
8:23-9:14 AM Core 2	
9:16-10:07 AM Core 3	
10:09-11:00 AM Core 4	
11:00-11:30 AM Period 5	CA (Core Applications)
11:33-11:58 AM	Lunch
12:01-12:48 PM Period 6	Specials/Vocation Experience Classes (VEX)
12:51-1:16 PM	Activity
1:20-2:30 PM	W.I.N.
2:30 PM	Departure
2:35 PM	Bell to begin after school activities-After school duties begin
4:00 PM	Late bus bell & departure on M, T, TH

Middle School 2-Hour Delay Schedule

9:15-9:30 AM	Warning Bell-report to Core 1
9:30-11:51 AM	Core Classes: Math, English, Social Studies, Science
11:54-12:19 PM	MS Lunch
12:22 - 1:18 PM	VEX
1:21-1:51 PM	Activity
1:54-2:30 PM	W.I.N.

SECTION ONE: Academic Standards and Requirements

Guidance Office and School Counseling Services

Our school counselors work regularly with students to assist them with their academic courses, to provide personal counseling services, and to provide college and career counseling. The department aligns their services and curriculum with the American School Counselor Association (ASCA) model. Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. (ASCA). Students are assigned a school counselor based on the first letter of their last name. Our assignments are as follows:

<u>Guidance Counselor:</u>	<u>Student Last Name</u>	<u>Phone Extension</u>
Kelsey Kilburn	A-K (9-12)	Ext. 6709
Bethany Maynard	L-Z (9-12)	Ext. 6711
Barbara Geiss	Middle School (7/8)	Ext. 6754

High School students will have the same school counselor for their four years at MRHS. Since counselors are assigned by alphabet, in order to maintain a balanced caseload and give each student as much individualized attention as possible, as a rule we do not change counselors.

Registration Procedures

For questions and concerns you may contact the Guidance Administrative Assistant at 603-352-6575 ext. 6708.

Admission of Resident Students (Policies [JFAA](#), [JF](#))

In accordance with [RSA 193:12](#) and District Policy, legal residence is required for enrollment in district schools. All new resident students, accompanied by a parent/guardian, should register at school before opening day and as early as possible. Children entering school for the first time must have proof of physical examination, immunization records, a copy of the child's birth certificate and proof of residency within one of the six District towns. Acceptable proof of residency includes any two of the following:

- Utility bill (gas, electric, water/sewer) dated within the last 60 days
- Mortgage payment dated within the last 60 days
- Property tax bill dated within the last year

- Current lease, signed
- Current vehicle registration

Principals or their designees will meet with new children and parents to explain school programs.

Additional information needed may include:

- Up-to-date physician-signed vaccination and immunization record.
- Transcript
- Testing Records
- Special Education Records
- 504 Plan

Admission of Non-Resident Students (Policy [JFAB](#))

Students who are **not** residents of one of the six District towns may not attend District schools unless granted approval by the School Board. Families who move during the school year may submit a letter to the Superintendent of Schools requesting permission to remain in the District. If granted, transportation will not be provided; however, in some circumstances, a pre-established bus route may be available. Families who move during the school year and intend to transfer to another school parents must notify the school at least three days prior to moving and sign a release form at the new school so records may be released and forwarded.

Immunizations (Policy [JLCB](#))

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. 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 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.

Add/Drop Procedure

Students are encouraged to finalize their schedules prior to the first day of school. If changes need to

be made due to placement issues or schedule conflicts, they must be initiated within the first two weeks of the semester. No changes will be considered without extenuating circumstances and the approval of the principal. Teacher-initiated changes will be considered for placement considerations at any time during the year with the permission of the parent, counselor and principal. Two weeks after the first progress report, the letter grade at the time of drop will be posted on the student's transcript.

Withdrawal or Transfer from MRMHS

Students transferring or withdrawing out of school should notify their school counselor as soon as possible so the withdrawal process can be initiated and the proper paperwork can be promptly processed. Students must settle accounts pertaining to school property. Without clearance a "hold" is placed on school records until the obligations are settled. A special clearance form should be obtained in the Guidance Office. The student is responsible for having the form signed by the Librarian, Guidance Counselor, classroom teachers, Technology Department and Administration whereby money owed will be noted and grades to date will be recorded. Once the student withdrawal form has been completed and has been signed by the student's parent, the student's records will be released to the receiving school. Students who are under 18 years of age may not withdraw from school per state law.

Parent Communication

When an academic or course concern arises, parents are encouraged to contact teachers directly by email or by calling 603-352-6575 to be transferred to the teacher's mailbox. Contact school counselors for scheduling or personal concerns.

Student Records and Privacy (Policy [JRA](#))

Except for elements of a student's directory information (defined below) 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 parents/eligible students. Directory information includes:

- Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
- Parents'/guardians' name(s) and address(es);
- Students grade levels, enrollment status and dates of attendance;
- Student photographs;
- Students participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- Post-high school plans; and
- Students' diplomas, certificates, awards and honors received.

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.

Parents or eligible students may inspect and review that student's education records, and should contact the Principal to make arrangements to do so.

Change of Address or Telephone Number

It is important to keep student records updated. Please immediately notify the school of any change in address or telephone number that occurs during the school year. Your calls should be directed to the Guidance office registrar.

Attendance

The Monadnock community recognizes the integral role of daily attendance in fully accessing one's education. Consistent class attendance affords both students and teachers the opportunities to establish an environment of genuine learning. Students must make every effort to attend class consistently to benefit from the opportunities for holistic growth.

Guidelines for attendance

- Students and parents/guardians must work together to ensure regular attendance. Thus, failure to attend class and to abide by the attendance guidelines is shared by students and parents/guardians alike.
- The school **MUST** be notified of any expected absences. This includes family vacations. When possible, parents/guardians should call prior to the start of the school day. Middle school absences should be reported to the Middle School Assistant Principal's office at 903-6764; High school absences should be reported to the High School Assistant Principal's office at 903-6715 or email mrmhsattendance@mrsd.org.
- Written documentation may be requested for an absence. These may include: doctor's notes, proof of college visit, family emergencies, etc.
- A student's absence may be categorized as either excused or unexcused (more information below). It is the student's educational responsibility to communicate with the teacher to gather any make-up work.

Compulsory Attendance Law (Policies [JEA](#), [JH](#))

In accordance with RSA 193:1 and Board Policy, "Every child between six and eighteen years of age shall attend the public school within the district to which s/he is assigned during all the time public schools are in session, unless s/he has been excused from attending on the ground that his/her physical or mental condition is such to prevent his/her attendance or make it undesirable." The following procedures have been established to monitor attendance in accordance with this law.

Regular attendance is an important component of academic success. Students are responsible for meeting school-wide and course competencies and all class expectations in order to receive credit for a class. It is the student's responsibility to initiate make-up work with individual teachers in a timely manner. Students who are truant or skip class are expected to make-up all work missed.

Students absent from school for more than one half (1/2) of the student's scheduled credit classes in the school day shall not be eligible to participate in school activities for that day or evening.

Extenuating circumstances must be approved by the school administration.

Tardy to School

Arriving at school on time is an important life skill. When students miss class time due to tardiness, it adversely affects the quality of their education. Students who arrive to school after the late bell will report to the front office for an “excused or unexcused” admittance pass. When a student is tardy to school for the sixth time they will be given an office detention from the front office. Any third tardy to school thereafter will result in an office detention from the AP office. If the behavior isn’t corrected, a parent conference will be set-up and alternative consequences may be administered such as parking privileges, Senior Privileges, Late Arrival, Early Dismissal, extra-curricular activities (dances, performances), etc.

Tardy to Class

Students who are tardy to class/Learning Lab may receive a teacher-issued detention for the 2nd/3rd tardy. Every subsequent tardy will be referred to administration. Teachers are expected to email the student’s parent/guardian after the 2nd/3rd tardy. The student will serve the detention on an assigned day that has after-school buses (Monday, Tuesday or Thursday). If the detentions do not improve the student’s behavior, teachers are to notify the Assistant Principal’s office by completing a referral form. At this point, an appropriate and restorative consequence shall be determined by the administration.

Skipping

Students are expected to attend all classes, Learning Lab and W.I.N. as scheduled. Students who cut class, Learning Lab, W.I.N. or lunch will miss a valuable part of their educational experience. For this reason, the offense will be communicated to the administration and consequences will be issued. A student who arrives at class, without a pass, after the first ten minutes will be issued an office detention for skipping.

Excused Absences

Observation of a religious holiday, court appearance, death in the family, illness, school nurse dismissal, family/individual counseling session, involvement in school sponsored activity, recovery from an accident, medical/dental appointment, up to three college visits per year, and other causes as acceptable by law or administrative approval are considered excused absences. Students missing more than three days in a quarter may be asked to get a doctor’s note to excuse subsequent absences.

Parents wishing a student to be excused for a pre-planned reason must submit a request to the administration for approval. Students who are absent for reasons other than these will be considered truant. *Warning letters will be sent to parents when a pattern of truancy is observed.* Truancy letters are mailed home multiple times a year. A meeting with parents will be scheduled and a plan developed to improve the student’s attendance.

Family Vacations

These family trips will be counted against the student's attendance record per the attendance policy. It is incumbent upon both the student and his or her parent/guardian to notify the school **PRIOR** to the absence(s). A notice at least one week prior to the vacation is ideal and appropriate. The student must also notify the teacher of his or her impending absence. Additionally, it is the student's responsibility to collect the work that will be missed and to establish deadlines with each teacher for completion of the work.

Appeal Process

All appeals of the attendance policy shall be made in writing to Principal Spencer immediately. The principal or her designee shall read the appeal and make a determination regarding the student's attendance record.

Dismissal During School Hours

Parents are encouraged to schedule appointments during non-school hours. If it becomes necessary because of illness or an emergency to leave school before the closing hour, including detention, a student should report to the nurse or the proper administrative office. Students who leave the school grounds or are in an unsupervised area without proper authorization will be assigned an Office Detention or appropriate disciplinary actions. Leaving the school grounds is also meant to include any wooded area unless it is class related.

Emergency Closing (Policies [EBCD](#), [EBCE](#))

We utilize an automated call system to reach parents and staff about weather and/or emergency school closings or delays. To ensure that you receive these important messages please report your preferred home and/or cell phone numbers on your children's school registration and enrollment forms. We also utilize television (WMUR Channel 9), radio (WKNE-FM (103.7), WKBK-AM (1290), WZBK-AM (1220), WOQL-FM (97.9), WINQ-FM (98.7)), social media (Facebook @MonadnockRSD) and our website (www.mrsd.org) to post announcements.

Graduation Requirements

Students will have the opportunity to earn a:

1. State of New Hampshire Standard Diploma (ADP only)
2. Monadnock Regional High School Diploma
3. New Hampshire State Scholars Diploma
4. New Hampshire State Scholars Art Diploma
5. New Hampshire State Scholars STEM Diploma
6. Monadnock Regional High School Diploma of Distinction

All six diplomas are Monadnock Regional High School Diplomas with an additional official seal on the diplomas for the New Hampshire State Scholars Diploma and Diploma of Distinction.

Required Subjects	Credits Required					
	NH Standard	MRHS	NH Scholars	NH Scholars Fine Arts	NH Scholars STEM	MRHS Distinction
English:	4	4	4	4	4	4
<i>Grade 9, 10, 11 & 12 English</i>						CP, H or AP
Mathematics:	3	4	4	4	4	4
<i>Grade 9, 10, 11 & 12 Mathematics</i>	Algebra I	Algebra I	Algebra I, Algebra II, Geometry	Algebra I, Algebra II, Geometry	Algebra I, Algebra II, Geometry	CP, H or AP
Physical Sciences:	1	1	1	1	1	1
						CP, H or AP
Biological Sciences:	1	1	1	1	1	1
						CP, H or AP
Elective Sciences:	-	2	2	2	3	2
	-		Chemistry & Physics or HAP	Chemistry & Physics or HAP	Chemistry, STEM, & Physics or HAP	Chemistry & Physics or HAP
Civics:	0.5	0.5	0.5	0.5	0.5	0.5
Economics:	0.5	0.5	0.5	0.5	0.5	0.5
World History:	0.5	1	1	1	1	1
<i>Or AP European History</i>						CP, H or AP
US History:	1	1	1	1	1	1
						CP, H or AP
Social Studies Electives:	-	-	0.5	0.5	0.5	1
						CP, H or AP
World Language:	-	-	2	2	2	3
<i>Consecutive Years</i>						
Arts Education:	0.5	0.5	0.5	2	0.5	0.5
Information & Communication Technologies	0.5	0.5	0.5	0.5	0.5	0.5
Health Education:	0.5	0.5	0.5	0.5	0.5	0.5
Physical Education:	1	1	1	1	1	1
Senior Capstone	1	1	1	1	1	1
Electives:	5	1.5	2	0.5	1	3.5
Total:	20	20	23	23	23	26

Graduation Date

The date for graduation is tentatively set when the school calendar is approved by the school board. The final date of graduation is set in the spring by the superintendent and the principal once it is determined how many inclement weather days must be made-up.

Graduation Ceremony

The graduation ceremony is a celebration for students who have met the graduation requirements set by the state of New Hampshire and the Monadnock Regional School District.

Only students who meet the requirements by the Tuesday prior to graduation by 2:30 pm may participate in the ceremony. There are no “blank” diplomas issued.

By school board policy the high school principal solely determines who will participate in the graduation ceremony. Every attempt is made to regularly communicate with students and the parents of students who are at-risk of not graduating so every means possible can be exhausted to help students pass their courses and earn the credits needed to graduate. **NO EXCEPTIONS.**

Only academic regalia issued by MRHS or the CCC may be worn on the robe. Students may decorate their hats in an appropriate manner as determined by the principal or his/her designee. Appropriate dress must be worn under the robe.

To participate in the graduation ceremony all materials, supplies, textbooks, and Chromebooks must be returned and or paid in full. A cumulative list is kept during the time the student is enrolled. Also, any food service debt must be paid. The graduation ceremony is a celebration of the school community and should be conducted with appropriate behavior, respect, and dignity it deserves.

Grading and Reporting

Grade reports to parents/guardians are issued two times each marking period. Midway through each marking period an interim report will be mailed to parents/guardians. These Progress Reports will reflect the performance of the student in each of their classes. Report cards issued at the end of each quarter will also be mailed home. Both reports will include a section for teacher comments.

We strongly encourage parents to access and monitor their student’s progress regularly. Our student data information can be accessed by parents and students at any time via the internet and the school’s website to review grades. Teachers are expected to update their grades every two weeks. Please use this resource to support your child’s academic achievements. Contact Brittany Therrien at

btherrien@mrsd.org for a username and password to access PowerSchool/ALMA.

Marking System

A+	97-100	B+	87-89	C+	77-79	D+	68-69	F	0-64
A	94-96	B	84-86	C	74-76	D	66-67		
A-	90-93	B-	80-83	C-	70-73	D-	65		

School Wide Rubrics

This year will mark the beginning of a new initiative at MRMHS. In addition to academic grades, students will now receive a rubric score (from 1-4) in each class in the following five categories: communication, problem solving, technological literacy, creativity and career skills. We believe that these rubrics reinforce those 21st century skills that are often lacking among our young students.

State Testing

The New Hampshire Department of Education annually tests students in the areas of Math, Science, and English. These tests are important to provide data to our staff to help determine areas of strength.

National Honor Society

The Monadnock Regional High School is a chapter of the national organization which recognizes academic achievement. For students to be a member of this group they must be nominated by a staff member, attain a high grade point average, be a good school citizen and display positive leadership skills. A fall induction ceremony will also be held at the high school.

Honor Roll

To receive “High Honors” at the end of each quarterly marking period, a student must earn at least an A in all subjects. To receive “Honors, a student cannot have any marks below an 80%. If an incomplete appears on your report card, you will not be listed on the honor roll.

Cheating/Plagiarism

Cheating or Plagiarism is defined as taking someone else’s work and representing it as your own. Both of these acts are dishonest and diminish what MRMHS stands for as a community. You are expected to complete your work with honesty as it represents what you can do. In all classes there will be more rules regarding cheating. The teacher in your classes will explain their classroom rules in regards to cheating/plagiarism. Cheating/Plagiarism will affect your status in the NHS or NJHS. The use of AI (Artificial Intelligence) tools to complete assignments will be considered cheating / plagiarism and will fall under the consequences below.

Consequences for Cheating/Plagiarism

Cheating and plagiarism are considered extremely serious offenses. Failure to remain intellectually honest dilutes the academic effort of the entire school community, and makes a mockery of the learning experience. Students who cheat/plagiarize will experience the following consequences:

- He or she will receive a zero on the assignment
- He or she will complete an alternative assignment
- Teachers will notify parents
- Students may be referred to administration for further consequences

Complaint Procedure

The administration and staff of MRMHS believe that each student deserves free and appropriate access to public education. We recognize the likely contingent that you may have concerns regarding your student's educational experience. As such, we encourage you to express your thoughts and/or concerns about your student's education.

The procedure for bringing concerns to the attention of the school is as follows:

1. Address your concern with the staff or faculty member involved first.
2. If you are unable to resolve the issue, contact the Assistant Principal.
3. If you are still unable to resolve the issue, contact the Principal.
4. If you are unsatisfied with the response, please write a letter to the Superintendent of Schools, with a copy to the Principal.
5. At this point, you may wish to request a meeting with necessary staff or faculty.

Alternative Education Opportunities

Accelerated Student Higher Education Programs

Credits to be determined

The Accelerated Student Programs at Keene State College, Franklin Pierce University, River Valley Community College or other post-secondary institutes are available to all students who have a "B" or better overall average. Students need to see their guidance counselor for an application and recommendation. Students accepted into this program may take college courses and start their college transcript. The school district will pay up to \$300.00 per year for these courses.

Evening Division Program

Credit to be Determined

The Evening Division Program is an after school option for all students over the age of 16. The courses are free to students residing in SAU #93 and are under the age of 21. A brochure is available on the school website (mrsd.org). Students must have shown satisfactory completion of work one week prior to the Adult Diploma ceremony.

Cheshire Career Center (Grades 11 & 12)

1 Year, 2 Credits

The Cheshire Career Center is one of 25 regional career and technical education centers located through-out New Hampshire. The Career Center offers 14 career track programs. The programs are Automotive Technology, Accounting, Computer Maintenance and Repair, Computer Science, Construction Trades, Cosmetology, Culinary Arts, Drafting and Design, Early Childhood Education, Health Science Technology, Horticulture, Machine Tool Processing, Marketing and TV Studio Production & Digital Filmmaking and Fire Science.

Driver Education (Grades 9-12)

Not for Credit

The driver education program strives toward developing the proper attitudes and skills in future motor vehicle operators. Classroom sessions stress the role of the driver, natural and man-made laws, and techniques of driving. Defensive driving is emphasized. Laboratory (in-car) sessions are of ten hours total duration and are designed to permit students to apply the knowledge gained in the classroom. Preference will be given to seniors and juniors; sophomores and freshmen will be admitted to the program if vacancies exist. A fee will be charged for this course. No credit toward graduation is awarded for Driver Education. Driver Education Prerequisites: Students must pass a minimum of 4 subjects for the previous marking period, and must have written parental permission.

English for Speakers of Other Languages (Grades 9-12)

1 Year, 1 Credit

The ESOL English course is designed to be used by students who have been designated as English Language Learners. This course of study is based on an integrated skills approach with listening, speaking, reading, writing, and grammar components. It emphasizes those skills necessary for effective oral and written communication. The small class size allows each participant a maximum amount of individual attention and an opportunity to develop conversational skills.

Extended Learning Opportunities

Credit to be determined

Students may participate in and earn credit for various activities outside of the classroom. A New Hampshire teacher certified in the area for which credit is awarded, must oversee the program and a mentor may work with the student to develop a proposal and monitor activities. An application which describes activities and methods for assessing student work is submitted to the alternative credit office for approval. Once approved, the student works on his/her program at his/her pace. All ELO work should be completed in the academic year it was approved or by the deadline for senior grades.

Running Start Program

College Credit(s)

The Running Start Program in conjunction with River Valley Community Technical College in Claremont is designed for students to earn college credit(s) for designated courses at Monadnock Regional High School. Students may earn college credit(s) in Psychology, Criminal Justice, Sociology, Accounting and Introduction to Business Management. Students will need to pay a fee for the college credits(s).

Prerequisite: Application, and acceptance into the program

Summer School (Grades 7-12)

Summer School provides an opportunity for students to recover lost credit and competencies from the most recent school year. Typical Summer School courses are offered in English 9, 10, 11 & 12, Pre-Algebra, Algebra I, Economics, Civics and Physical Science. Summer School is considered an extension of the school year and a highly qualified teacher of record will provide the competencies.

Virtual Learning Academy Charter School

Credits to be determined

The Virtual Learning Academy Charter School (VLACS) is New Hampshire's first statewide online virtual public high school and middle school where they offer students the opportunity to learn at their own pace from anywhere. As part of the public school system, they are free to all students living in New Hampshire. Their mission is to use the latest technology to provide students with anytime, anywhere access to a rigorous, personalized education that helps students learn today, graduate tomorrow and prepare for the future. They offer courses in every traditional subject and many electives which will fulfill all graduation requirements for a MRHS diploma. Students may attend part-time or full time. Visit the VLAC website (@vlacs.org) to view their course catalog.

Emergency Drills (Policy [EBCB](#))

The fire, shelter-in-place and lockdown drill procedures are posted in each room. These are serious drills are a rehearsal of procedures that may someday save your life.

The fire drill warning involves a siren used only for fire warnings and emergencies. Orderliness and silence are emphasized. During a fire drill everyone must leave the building and report to a designated area with their assigned teacher.

Bullying and Harassment (Policy [JICK](#))

MRMHS does not tolerate bullying or harassment in any of its nefarious forms. *Anyone who fears that bullying or harassment is taking place is strongly encouraged to report this information to a school administrator as soon as reasonably possible. This information may be communicated via email, phone or in person. We also provide a link to a Google Form that may be completed online. The link is located on the Monadnock Regional Middle High School page on the bottom left. It is the first link in the "Quick Links" section. For more information about our Bullying and Harassment Policy, turn to Section Four of the handbook.

Section 2: Student Conduct

Personal Conduct

Our first core belief states that “we believe that every student has a right to a quality education.” Thus, providing a safe and orderly environment is a priority at MRMHS. In order to ensure an environment that promotes educational, social and emotional well-being, we hold high standards for student conduct. Some of our other core beliefs express that “we believe that every student has a responsibility to be an active participant” and to aid in creating a “safe, supportive environment infused with respect for others”. It is our desire to encourage students to act in an appropriate and respectful manner at all times. Respect, a key value in our Husky Pride Model, calls upon every student to have respect for self, others and for the facilities that encompass MRMHS is expected at all times.

Disruptions, disrespect, refusals and safety violations fundamentally interfere with student learning, and threaten the integrity of a safe, supportive learning environment. Students conducting themselves in any of these behaviors will be dealt with either by the classroom teacher or the administrators immediately. A variety of corrective options are available to the administration to help persuade students to act appropriately. Regardless of the consequence, the intention of our corrective actions are always restorative and not punitive. Our sincerest hope is to foster in our students those intrinsic motivators, the interpersonal desire to do the right things because they are the right things to do and not because doing the wrong things ends in a consequence. We encourage each student to make amends for his or her poor choices, beginning with taking responsibility for one’s actions and then actively working to repair any personal, emotional or physical damage done.

As a school community, we categorize all misconduct into one of four categories: disruptions, disrespect, refusal, and safety. These qualities are defined more thoroughly below.

Disruption

A disruption can be defined as an act performed by a student, either physical, representational, verbal or digital, that prevents other students from accessing their education. Disruptions can include, though are not limited to, swearing, shouting, public displays of affection, playing music too loudly, inappropriately using social media, refusing to follow a reasonable request during class.

Disrespect

Disrespect involves any student act that belittles, demeans or mistreats people, property or the school’s mission. Clear examples of disrespect include: shouting at others, swearing, insulting, and harassing. Disrespect toward property involves vandalism, willful mistreatment of school resources (Chromebooks, lockers, textbooks, drinking fountains). Profanity is not an acceptable language in a school setting. Direct confrontation and/or profanity in the presence of a staff member is a serious violation of school policy regardless of the student’s emotional state. The consequences for such

profanity will follow a ladder of corrective practices that may end with out of school suspension.

Refusal

Students are expected to follow the rules, policies, procedures and expectations as dictated by written policy guidelines or as verbally requested by any district employee. Students are expected to follow all reasonable requests. This form of misconduct includes a student(s) willful and blatant disregard for school rules. This may include: violating dress code, accumulating tardies, being present without a hall pass, using or possessing certain forms of contraband.

Students questioning the reasonableness of a rule, policy, expectation or request are strongly encouraged to appropriately share their concerns along the proper channels. Failure to comply with written or verbal requests by district employees will be considered refusal and will result in disciplinary action, which may include suspension, In-School Intervention or a variety of other disciplinary actions.

Safety

Safety violations involve instances in which a student (or students) create a situation that endangers the student himself or herself or others in the school community. Several clear examples include: fighting, making threats of any kind, leaving class or campus without permission, possession of a weapon, and allowing an unauthorized individual into the building.

School Bus Information, Rules and Regulations (Policies [JICC](#), [EEAEC](#), [EEA](#), [EEAE](#), [JICC-R](#))

Students living outside the walking limits to school are granted the privilege of riding the school buses to and from school. In order to maintain a safe, efficient and orderly means of transportation, students must choose to display acceptable behavior.

1. Students must be at their designated bus stops five (5) minutes prior to the pick-up time. Schedules do not allow waiting for late students. Students shall hold onto the handrail when loading and unloading.
2. Permission to get off at a stop that is not the student's regular stop requires a bus pass issued by the school at the request of the parent(s)
3. The school bus driver is in complete charge of the bus and students. The bus driver is authorized to assign seats whenever necessary.
4. Eating and drinking are not allowed on the bus.
5. Students who are addressed by the bus driver for unacceptable behavior shall provide the driver with their name. Failure to do so may result in suspension from riding the bus for up to three (3) days.
6. Students must remain properly seated until the bus comes to a complete stop and the eight way lights are activated.
7. Loud, vulgar, obscene and improper language or gestures will not be tolerated on the bus.
8. Smoking, Smokeless Tobacco, Vapor or E Cigarettes, Alcohol, Drug use and the use of lighters or

matches are forbidden.

9. Spraying of perfumes, deodorants, hairspray, air fresheners etc. is not allowed on the bus. Students will refrain from throwing things through the windows, out of the window or around the inside of the bus. Trash will be placed in receptacles on the bus.
—NO LITTERING
10. Aisles and emergency exits will remain clear at all times. Students shall not be destructive of the school bus seats, sidewalls, floors and/or windows, nor shall they tamper with any other bus equipment.
11. Skateboards, skis, animals, insects, glass containers, nuisance items and other objects of injurious or objectionable nature are prohibited on the school bus. Students may bring acceptable items on the bus only if the item can be held in the student's lap.
12. Fighting, pushing, tripping, hitting, bullying or spitting will not be tolerated. Behavior relating to the safety, well-being and respect for others in a harmful, destructive or degrading manner is not acceptable.
13. The cost of any intentional damage will be the responsibility of the student/parent. Destruction of First Student property will result in a 5-day mandatory suspension from the bus and the student will remain off all buses until such time as a suitable payment agreement can be met.
14. Parents please note! There may be circumstances that could result in immediate suspension from the bus. If this should happen, the parent/guardian shall be responsible for providing transportation.

Consequence Guide

Below we offer a general consequence guide to give a sense of our basic expectations. While we offer this guide, we ask that you remember that every situation is uniquely different. We recognize that it is vitally important to consider all factors involved in providing a corrective consequence that will genuinely bring about restorative change in the student(s) involved. We do our very best to balance the communal need for justice with the individual need for correction. The administration affirms the right to administer consequences based on all information afforded us.

Disrespect

Inappropriate verbal behavior will not be tolerated. Students are not allowed to use vulgar language in the school building regardless of the general cultural acceptance of such behavior. We strive to create an environment of respect where the dignity of every student is acknowledged and protected.

Disrespect to students or building - examples may include vandalism, swearing at other students, disruption of the learning environment, posturing:

Depending on severity and previous issues, consequences can range from a verbal warning, detention, repairing damaged property, ISI to OSS, or a combination of these

Disrespect to staff - examples may include swearing directed toward a staff member; threatening language or gestures directed toward a staff:

Depending on severity and previous issues, consequences may range from a verbal warning, apology letter to the other individual, office detention, ISI to OSS, or a combination of these.

Disruption

Examples may include: talking out of turn, texting during class, shouting in the cafeteria:

Depending on severity and previous issues, consequences may range from a verbal warning, forfeiture of phone or other electronic device, apology letter to the other individual, office detention, ISI to OSS, or a combination of these.

Refusal

Generally speaking, refusal involves the student's willful decision to violate any established school rules and policies. Examples may include: arguing with an adult, failing to report to class when directed, cheating, lying to a staff member, misusing Chromebook, habitual tardiness, stealing, dress code violations, leaving without permission, parking violation, etc.

Depending on severity and previous issues, consequences may range from a verbal warning, forfeiture of phone or other electronic device, higher-level Chromebook restrictions, apology letter to the other individual, detention, loss of parking privileges, changing clothes, ISI to OSS, or a combination of these.

Safety

Failure to comply with school rules and policies to such a degree, that the student compromises her own or his own and others' safety. Examples may include: possession of a weapon, fighting/assault, threatening, bullying or harassing other students, leaving class or campus without permission, possession of or dealing illegal substances.

Due to the serious nature of these violations, consequences are more stringent. Students may be suspended for up to ten days for any of these offenses.

Consequence Definitions

MRMHS continues to work diligently to meet all students where they are at. We recognize the importance of keeping students in school and engaged, though, unfortunately, certain behaviors, namely, those that put self and others at risk, and those that interfere with a healthy learning environment, often necessitate an out of school suspension. Know that both the spirit and the practice behind our behavior plan is always restorative rather than punitive, progressive rather than absolute, and student-oriented rather than rule focused. As such, we recognize that all students are different. A consequence that works for one student may not work for another. Thus, we do our best to balance equity with individuality.

Teacher Detention

Misconduct in class, Learning Labs or elsewhere on school grounds may result in a teacher detention being issued. When a teacher issues a detention, they must also communicate with the parent/guardian of the student via email or phone call. Failure to serve a teacher detention will result in parental contact by the teacher and may result in an additional detention being awarded. Repeated non-attendance at the second level will result in a referral issued to the Assistant Principal for additional consequences. Teacher and office issued detentions will take precedence over after school activities.

Lunch Detention

Lunch detention represents an immediate consequence for repeated tardiness. Students will report to the designated lunch detention room in a timely manner. Students will then be ushered down to get their lunches and return to the lunch detention room to sit quietly for the remainder of the lunch period.

Office Detention

School administrators may assign office detentions in an attempt to correct inappropriate behaviors. Teachers are responsible for maintaining classroom discipline and will issue consequences as part of their classroom management plan to ensure that the classroom environment is positive and conducive to learning. Students who do not respond to warnings, parental conference, counseling, or refuse to serve teacher detentions may be referred to the Assistant Principal for administrative action. Office detentions will take precedence over all after school activities. Students who have made previous arrangements with a teacher will be permitted to leave the detention hall when that teacher arrives to escort the student to an alternate location.

In-School Intervention

In-School Intervention (ISI) is a continuously monitored setting. Students assigned to ISI have exhibited major violations of school policies, accumulated several consequences or shown a blatant disregard for the educational environment. This is a serious step in the discipline process.

Students who are assigned to ISI are expected to follow all rules and regulations governing the room:

- Failure to follow the rules of the room will result in additional days of In-School Intervention.
- If school is canceled on the date of ISI, the ISI assignment is carried over to the next day that school is in session. Students refusing an In-School Intervention assignment will be sent home. The student will be required to serve their ISI assignment the day they return to school.
- The day that the In-School Intervention is assigned (i.e. The consequence day) students will not be able to participate in any after school activities regardless of what time the suspension was handed out. The student may not be on school grounds once school is dismissed at 2:30 pm.
- There may be a counseling component to In-School Intervention should the resources be available.

- Students who are assigned ISI, must forfeit their phone to either administration or the ISI staff member. *If the student refuses to surrender his or her phone, the ISI may turn into an out of school suspension.*
- Students in ISI, will NOT have access to music, video games, or any other device that provides entertainment.
- ALL students who earn an out of school suspension, will spend the first day back in the In-School Intervention room.

Students may be allowed to leave the room to attend class, if it is an educational necessity; permission to attend must be requested by the student and verified by the teacher. The student is responsible for self-advocating.

Out-of School-Suspension

A student will be suspended from school for persistent minor violations of school rules, major violations of school regulations including all offenses and conduct deemed serious enough by the administration to have a negative effect on the educational process and/or endanger the health and /or safety of others. If possible, a meeting will be held with the Assistant Principal and the student when any type of suspension is issued. Occasionally, timeliness requires that a suspension is given out after school hours. In this case, parents will be called and notified. Building administrators may only suspend a student for up to ten (10) school days. Any suspension that lasts longer than ten days will be dealt with by the school board. **If school is canceled on the date of suspension, the suspension will be served the next day that school is in session.** Subsequent offenses may bring longer suspensions or expulsion. Parents will be informed of all suspensions by phone or mail by the Assistant Principal's Office. Students suspended from school are ineligible for participation in any school activities during the suspension. In addition, they cannot be on school grounds. Violation of this policy may result in an extension of the existing suspension and referral to law enforcement for trespass violation. Students are expected to complete all assigned work during a suspension. For due process and right to appeal please reference Board Policy JICD, revised 11/2018. For students with disabilities, due process and rights to appeal by requesting a hearing under §300.507, and procedural safeguard policies, procedures, and practices that address the discipline procedures are located in §300.530.

When a child with a disability is removed from his/her placement for 10 or fewer days in the school year, the district is not required to provide special or regular education as the removal does not constitute a change in placement (34CFR 300.536)

When a child with a disability is removed for more than 10 cumulative days the LEA must provide services to allow the child to progress in his/her IEP goals and have the opportunity to participate and progress in the general curriculum.

A “change in placement” occurs if a) a student is removed for more than 10 days consecutive days or b) has a pattern of removals that totals more than 10 school days in a school year and the student’s behavior is similar to prior incidents or the length and frequency of removals is similar.

If a change of placement exists, the parent shall be notified immediately and a team meeting scheduled on the 11th day in order to conduct a Manifestation Determination (§300.530(e)). It is not required to include all parties on the IEP team but only those with sufficient knowledge of the situation and the student. This meeting should occur within 5 days of the violation of student code of conduct.

If it is determined that the behavior that violated a student code of conduct is a manifestation of a student’s disability the team must conduct (or review) a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP). **ALSO**, if a manifestation is determined, the LEA must return the student to his/her last placement **UNLESS** the team and parent agree on an alternative setting. **NOTE:** A manifestation exists if the behavior was “caused by or had a direct and substantial relationship to the child’s disability” (CFR 300.530(e) (1) (i)). **OR** the child’s behavior was the “direct result of the school’s failure to implement the IEP” (CFR 300.530(1)(ii)).

If no manifestation is determined regular school discipline may be applied but **WITH** special education services including behavioral supports to prevent recurrence.

School officials may remove a student for 45 days (Interim Alternative Educational Setting - §300.530(g)) regardless of manifestation if the student a) carries or possesses a weapon to or at school, on school premises, or at a school function; b) the student knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances at school, on school premises, or at a school function; or if the student inflicts “serious bodily injury” (see CFR 300.350 (g) (3) for definition) at school, on school grounds or at a school function. Procedural safeguards remain in place for the student (§300.504) and will be implemented in the instance of an IAES. When it is determined that an IAES is required, the parent will be notified by US Mail and via telephone/email about the IAES. An IEP team meeting will be conducted as soon as is reasonable after the violation of the student code of conduct. During this meeting, the team will determine the setting in which the Interim Alternative Educational Setting will occur. It is in the IAES setting the student will receive their IEP services for the next 45 school days.

The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531, or the manifestation determination under §300.530(e), or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to §§300.507 and 300.508(a) and (b).

Appeal of Suspension or Expulsion

Long term suspensions and expulsions may be appealed to the State Board of Education. Prior to the start of each school year, expulsions are subject to review if requested.

Procedures for hearings will include:

- Notification of the date and time of the proposed hearing.
- The right to be represented by legal counsel or advisor.
- The right to have witnesses and to cross-examine complaining witnesses.
- The right to either a public or private hearing.
- The right to testify and present evidence.

For students with disabilities, the right to appeal through a due process hearing is discussed in §300.507.

Suicide Prevention Plan

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255) suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
 - Trevor Lifeline Text/Chat Services, available 24/7 Text "TREVOR" to 678-678
 - Crisis Text Line: Text TALK to 741-741 crisistextline.org
- All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

School Safety Officer

The role of the School Safety Officer (SSO) is to assist the staff and administration in ensuring a safe school environment. The SSO is responsible for school safety issues, for applying school rules and regulations, and for ensuring that students are abiding by the code of conduct.

Smoking/Tobacco Violation/Vapes/Smokeless Tobacco (Policy [JICG](#))

Smoking is not allowed within the school building or on school grounds. Also prohibited is the use of smokeless devices (vapes, dab pens, etc.), chewing tobacco, or any other tobacco or nicotine ingesting method or device. Students who are found violating this policy may receive up to a three day out of school suspension for a first offense. Police and parents will be notified of each offense. Subsequent offenses will likely merit harsher consequences. Additionally, vape devices and other paraphernalia will be disposed of immediately following all necessary investigations. These devices will NOT be returned to students over 18 or their parents or guardians.

Drug/Alcohol Violation (Policy [JICH](#))

A student shall not buy, attempt to buy, sell, attempt to sell, possess on his/her person or in his/her desk, locker, or any other place, use, transmit, give, or be under the influence, or knowingly in the presence of, any narcotic drug, controlled drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, counterfeit drug purported to be controlled, alcoholic beverage, or intoxicant of any kind.

A student shall not possess on his/her person or in his/her desk or locker or any other place any drug or any kind of drug paraphernalia (including, but not limited to, dab pens, roach clips, rolling papers, bongs). All information pertaining to any alleged offense will be presented to the student's parents and the local police authorities, and the student will be suspended from school for up to 10 days.

Weapons on School Property (Policy [JICI](#))

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. "Weapon" includes but is not limited to: sling 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 is readily capable of causing death or physical injury.

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 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.

ID Cards

All students and staff will be issued picture ID cards. Students are expected to have their ID cards with them at all times when they are in school. Students are required to show their school-issued Picture ID when requested by any MRMHS staff member. Students who lose or destroy/deface their ID cards may have a replacement card issued for a fee of \$5.00.

Lockers

The school assigns lockers to students, and reserves the right to inspect and to search lockers when deemed appropriate. This comes from the responsibility to operate the school and to guard the health, welfare, and safety of students and staff. Lockers will be distributed and monitored by students' Advisor. Your locker combination should not be given to other students, nor should any student switch lockers without administrative approval. Students will be held responsible for the condition of the locker assigned to them. The school is not responsible for stolen items. Under no circumstances shall students write in or on lockers nor shall students alter the closing or locking mechanism or parts thereof of any locker. Inappropriate pictures are not to be hung in lockers and may be removed. Students will be held responsible for the cost of repairs for any damage caused to the lockers, including rigging them to open without using the combination.

Hall Pass/Privilege Card

Students are required to have a Senior Privilege Card, a written multi-pass properly filled out in ink, or a teacher artifact that indicates time and intent, whenever they are en route to the health office, library, water fountain, bathroom, locker or the computer lab. Teachers must fill out the pass and students must sign out prior to leaving.

Dress Code (Policy [JICA](#))

Monadnock's goal is to provide the best educational environment possible, while simultaneously preparing students for life after high school. Therefore, the dress code is necessary to maintain a productive learning environment. All attire must abide by the following criteria:

- **Non-Offensive-** Phrases that are sexual in nature, or that refer to a person's ethnic, national origin, religious belief, sexual orientation, or disability in a derogatory way are not permitted.
- **Modest-** Undergarments are not acceptable as outer clothing. Strapless tops are **not** considered to be acceptable to wear at school. All pants/shorts will be worn at the waist and midriff should **not** be exposed.

- **Professional-** Property that advertises drugs, alcohol, tobacco, sex, violence and/or any illegal substance is not acceptable, exhibits vulgar or offensive language or symbols, this includes ironic expressions meant to poke fun at serious topics.
- **Safety-** Anything that compromises the safety of others should not be worn. All footwear without a sole is not acceptable in case of emergency situations. Also, students are required to wear protective clothing, eye protection, appropriate athletic gear, and other specialty requirements as deemed by specific classes.

The administration reserves the right to ask students to change any clothing, accessories, backpacks or the like that they believe violates the Monadnock dress code policy. Students who fail to abide by the policy once prompted, will be asked to change the offending attire.

Assemblies

Assemblies may be held during the school year for various purposes. These might be to commemorate a national holiday, to recognize a sports season of the year, or to hear a speaker. When called, students will enter the auditorium or gymnasium quickly, quietly, and will be supervised by their teacher. All students are expected to attend the assemblies, regardless of senior privileges, assuming that the student is on campus.

Class Dues

In order to fund class activities, dues shall be collected from the members of each class. These funds shall primarily serve to support activities occurring during the junior and senior years, such as the Junior-Senior Prom, Senior Banquet, Senior Brunch, and Senior Class Gift; however, funds may be utilized throughout the four-year period at the discretion of each class, its officers, representatives, and advisor(s). Students shall fund these activities through the payment of class dues in the amount of \$10.00 per year. All class dues collected will stay with that class through graduation. The first week of each marking quarter shall be designated as "Dues Week." For those students who cannot pay their dues, fund raising options will be made available each year so that dues may be earned rather than paid through a direct cash contribution. Students who transfer to Monadnock Regional High School are required to pay dues only for the years in which they attend the school. Nonpayment of dues shall result in student ineligibility for participation in all class sponsored functions (including graduation) until such time that all dues have been paid.

Dances

Dances sponsored by Monadnock Regional High School are for high school students only. Dates from other high schools need to be approved and signed up in the Principal's office and paid for in advance. For eligibility for dances, please reference the Extra-Curricular Eligibility section of the handbook.

Junior/Senior Prom and Semi-Formal Dances

The annual Junior-Senior Prom is an essential and exciting spring event open to all eligible students in grades eleven and twelve. To ensure the success of this tradition, every effort is made to control costs, encourage the attendance of mature individuals, and preserve the prom as an experience unique to high school students; therefore, no middle school student regardless of age or escort shall be permitted to attend the annual Junior-Senior Prom held by Monadnock Regional High School. For eligibility for Prom and Semi-formal, please reference the Extra- Curricular Eligibility section of the handbook.

Appropriate clothing is required. No jeans or T-shirts. High school dates from another school need to be signed up in the Principal's office and paid for prior to the dance. Perfect attendance cards are accepted as payment at semi-formals. For eligibility for Prom and Semi-formal, please reference the Extra-Curricular Eligibility section of the handbook. The administration reserves the right to prohibit any student from attending the prom who is not a student, who is over 20 years of age, who poses a threat to the safety and security of the event, or who may cause the event to be less than successful for the students in attendance.

Learning Lab

MRMHS takes seriously its mission to educate every student and maximize their potential. Therefore, a student who is not meeting the academic expectations of a course as indicated by a failure to meet competencies, missing work, or low grades, may be assigned to the Learning Lab for academic intervention. The Learning Lab staff is trained and ready to help if you are having difficulties meeting academic requirements. *Students who are assigned to Learning Lab must attend or disciplinary consequences will result at the discretion of the administration.* Students must remain in their assigned Learning Lab, unless they have received permission from the Principal or Assistant Principal to move. In other words, Learning Lab instructors do not have the authority to send students to a different Learning Lab.

Perfect Attendance Card

Any student with perfect attendance will be issued a "Perfect Attendance Card" by the Assistant Principal, which will entitle that student to free admission to school dances and school sponsored athletic events as well as many other school sponsored activities for the following year.

Medication (Policies [JLCD](#), [JLCD-R](#))

All medication must be brought to school by the parent and in the original container. The school cannot store more than a 30 day supply of prescription medication. Prescribed medicine shall not be dispensed or administered to any child by school personnel except by the school nurse, or under the nurse's supervision. In the event the school nurse is unavailable, the building principal, or designee shall administer the medication. All prescribed medication to be given in the school shall require a written order signed by the physician who has examined and prescribed the medication.

Over-the-counter medication may be given by the nurse using professional knowledge and judgement

with signed permission from the parent. **Please do not send medicine to school with your child.**

If medications, whether prescription or over the counter need to be given during school hours, a [Medication Administration Authorization Form](#) must be on file in the school health office. To administer prescription medication, this form must be signed by both a parent and the child's physician. Any changes in the doctor's order including dosage, time of administering, etc., must be accompanied by a new permission form. Some medications may be self-administered with parental and physician permission. For self-administered Epi-Pen permission, please complete the [Epi-Pen Form](#). For self-administered inhaled medication, please complete the [Inhaled Medication Form](#).

Medication orders are good for one school year only. A new form must be placed on file every school year. Parents must never give a child any medication, including, but not limited to, vitamins, dietary supplements, aspirin, Tylenol, ibuprofen, etc., to self-administer at school, or to carry such medication to or from school. All medications must be retrieved from school at the end of each school year.

Accidents or Injuries

If a student, staff member or anyone visiting MRMHS has any sort of accident, they must report to the nurse's office and fill out an Accident Report form immediately. It is very important that the school have your updated phone numbers where you can be reached in the event that your child becomes sick or injured at school. Please be sure to include an emergency number and contact person for this reason.

Section 3: Student Activities and Services

Extracurricular Activities, Clubs and Organizations

Students are encouraged to participate in the extracurricular opportunities at MRMHS. Participation can foster the feeling of being a part of the school community and can provide valuable learning experiences.

Becoming a Club or Organization

Before it can be recognized as a school group and given use of school time and/or facilities, the club or group must be approved by the school board. See the pertinent school board policy to receive approval for a club or organization. Membership must be open to all students. The club must have a sponsor or advisor approved who is approved by the administration. School groups are not permitted to use the school name for activities outside the school unless prior permission has been granted by the administration. All fundraising must be approved by the superintendent and/or their designee in advance. Forms are online and in the Principal's Office.

Extracurricular Participation Policies, Rules, and Guidelines

Monadnock Regional Middle High School strives to offer extracurricular opportunities that meet the needs, abilities, and desires of each student. MRMHS provides a variety of extracurricular activities. *These include clubs, activities, dances (prom and semi), field trips, and athletics.*

Any activity that does not earn credit meets the criteria to be considered an extracurricular activity. Students involved in extracurricular activities must represent their school in a positive manner and conduct themselves in an exemplary manner during the school day and during activities. Participation in extracurricular activities is subject to District policies (listed below), NHIAA rules (for interscholastic sports) and other rules and guidelines established by the Principal and Superintendent.

The following guidelines will be used to determine student eligibility to participate in extracurricular activities.

For **interscholastic athletics**, students must meet the following criteria to be eligible.

1. All interscholastic athletic participants must complete and submit all required participation forms, including:
 - a. Athlete's Health History
 - b. Emergency Medical
 - c. Physical Requirements
 - d. Student/Parent Agreement
 - e. Web Page Permission

2. All interscholastic athletic participants are required to be enrolled in four (4) academic courses AND have no more than one failure (letter grade F).
3. Eligibility for fall interscholastic athletic participation will be determined in the fourth quarter of the previous school year.*
4. Students' grades will be checked on Mondays every 2 weeks. This will be done by advisors. If the student has a failing grade (letter grade F) advisors will let the Athletic Director know and they will be put on academic probation for 2 weeks. Activity participants will still be able to participate in practice and games at their own discretion. If the failure is not lifted after the 2-week probation period, the player will become ineligible to participate in any extracurricular activity until the grade becomes passing.
5. Incompletes are not to be considered passing grades for purposes of eligibility.

Participants in **all extracurricular activities, including interscholastic athletics**, must abide by the following rules and guidelines for maintaining eligibility.

1. Students must attend half of their scheduled classes during the day in order to participate in extracurricular activities on that day.
2. Any student suspended from school is also suspended from all activities on that day. This includes In-School suspension.
3. The following offenses (on or off campus) are subject to disciplinary action while a student is a member of an extracurricular activity:
 - a. Use of alcohol, tobacco or any other illegal drugs ("tobacco" includes liquid e-cigs, and vapors);
 - b. Use of any prescription drug without proper medical prescription
 - c. Possession of alcohol, any illegal drug, or any legal drug without proper medical prescription;
 - d. Possession of alcohol/drug paraphernalia;
 - e. Selling alcohol, any illegal drug, or any prescription drug;
 - f. Misuse of any over-the-counter medication;
 - g. Taking, dispensing, possession, or knowingly being present during illegal consumption of alcohol or drugs;
 - h. Knowingly or willfully assisting another person in using alcohol and/or drugs, including but not limited to, hosting a party where alcohol or controlled substances are consumed;
 - i. Consuming alcoholic beverages or drugs prior to attendance at or participate in school activities or functions;
 - j. Stealing;
 - k. Hazing;
 - l. Vandalizing;
 - m. Other acts of misconduct outlined in the Student Handbook (see Penalties for Acts of

Misconduct) during school or activities, as a participant or as a spectator

4. Consequences

- a. **First Offense:** Minimum suspension of 25% of the competitive sport season or activity which may extend into the following activity season or sport (competitive) season. The student must perform 8 hours of community service on school property. It is mandatory to attend practices after being reinstated at school and completing an online awareness program.
 - b. **Second Offense:** (Within 2 years of first offense) Minimum suspension of 50 % of the competitive sport season or activity *which may extend into the following activity or sport (competitive) season*. The student must perform 24 hours of community service on school property and enroll in mandatory professional counseling. It is mandatory to attend practices and complete an online awareness program.
 - c. **Third Offense:** (Within 2 years of first offense) Immediate removal from any activity (sports or otherwise) for 365 calendar days. The student is to attend practices, perform 80 hours of community service on school property, and receive mandatory professional counseling at the expense of the parent/guardian. In the event professional counseling and rehab has been successfully completed the student may return to school activities after 90 days, however, the student will be subjected to mandatory testing a minimum of 4 times per year at an approved facility at the expense of the parent/ guardian.
5. Any student violating the school's rules must, as a condition of staying at the school, agree to a minimum of three meetings (at the parent's expense) with a professional counselor in the field of substance use/abuse (school administration / staff will provide counselor list for referrals as needed). The student and family must be willing to follow the recommendation(s) set forth at the end of the three sessions. In addition, the student and family must complete and submit appropriate release forms (HIPAA, FERPA, etc.) in order for school administration to receive notification of counseling and testing results.
 6. Two years of no violations constitutes the establishment of a clean slate for the student.
 7. Activity members must use transportation arranged by the school to attend programs away from MRMHS. With the advisor's permission, activity members may return home with a parent or guardian
 8. School facilities will not be used without the supervision of an advisor.

Extracurricular Opportunities Available at MRMHS

Athletics

Fall: Football, Boys/Girls Soccer, Cross Country, Field Hockey, Spirit

Winter: Boys/Girls Basketball, Ice Hockey (JV), Swimming (HS), Winter Track (HS), Spirit

Spring: Baseball, Softball, Lacrosse (HS), Boys/Girls Track

Student Government

Each fall students interested in serving as part of student government and/or their class council will take part in student elections. The process for participating in elections will be made available to all students prior to the vote. Student government is the opportunity for students to have a voice in the operation of the school and generally provides positive activities and events for the student body. The student government regularly gives a report at each school board meeting. Participants in student government are role models for others and should represent themselves and their school in a positive manner at all times.

Extracurricular Clubs and Organizations

Agriculture Club	Class Officer	Color Guard
Destination Imagination	Drama: Musical/Play	Pawprint Newsletter
Fish and Game Club	French Club	Future Business Leaders
Interact Club	Key Club	Math Club
Mock Trial	National Honor Society	Junior Honor Society
Special Olympics	Student Government/Class Council	Superintendent's Club

Late Busses and After School Regulations

The Monadnock Regional School District provides late buses for students on **Monday, Tuesday** and **Thursday** afternoons so students can stay after school for assistance with their school work, attend club meetings, participate in athletics, etc. Students are encouraged to stay after school and to take advantage of the late bus when they have a reason to be here. To stay after school and take the late bus students must have permission and obtain a green Bus Pass from the administrator, teacher or coach that is supervising them after school. Students will present the bus pass to the teacher on duty or administrator during the bus line-up in order to ride the bus home.

Students should not be staying after school without a school-based reason to do so. Students who are done getting help, or if their meeting is completed, must wait in the cafeteria annex during "bus wait" until the time to board the buses.

Nutritional Services (Policies [EFA](#), [EF](#), [JLCE](#), [EFCA](#))

The Monadnock Regional High School cafeteria staff offers breakfast each morning. Special tables are reserved for students who wish to have breakfast. As always, students are expected to clean up their area immediately upon finishing breakfast. The administration may suspend the breakfast program for those who abuse the privilege. Students may not be dismissed from classes to attend breakfast. The cafeteria will be closed during W.I.N.

Full information about our nutritional services can be found [HERE](#).

Effective starting with the 2022/23 school year, we are no longer able to offer free meals for all

students. Free or reduced-price meals will be available for families that qualify. To participate in this federal program, simply complete a Free & Reduced Meals Program application each fall or as soon as you learn that you may qualify by clicking [HERE](#). For a paper version, please contact us to request an application or download it [HERE](#).

To minimize the possibility that your child may be without meal money on any given day, meals can be paid for in advance and the balances maintained in your child's account. To pay by check, send checks in with your student on the first day of the school week OR mail a check and the full names of your children to Monadnock Nutrition Services, P.O. Box 10451, Swanzey, New Hampshire, 03446. To pay online, click [HERE](#). Cash payments can be added to accounts at MRMHS by students before 9:30 am at a cashier's station.

Students are required to use their school ID card in for purchases in Cafeteria- students without ID cards will need to wait to make purchases until students that have ID cards transactions are completed.

Following completion of lunch, students must clear their section of the table and floor of all trash. Students throwing food or leaving trash behind in any area of the building are subject to consequences for disrespect to the school building. Cafeteria misbehavior may result in an assigned seat being awarded to the student for a period of time, detention and even In-School Suspension.

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.

Student Technology Acceptable Use (Policy [JICL](#))

Purpose

The purpose of the Acceptable Use and Social Media Policy is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology, the Internet, and social media.

Definition

The definition of "information networks" is any configuration of hardware and software that 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 all existing and future technologies. Stand-alone workstations are also governed by this acceptable use procedure.

Monadnock Regional School District Services

The Monadnock Regional School District (MRSD) provides resources for teaching and learning, communication services and business data services by maintaining access to local, regional, national, and international sources of information. The MRSD's information resources will be used by members of the school community in accordance with policy, procedures, and regulations established by the MRSD, as well as state and federal laws and regulations. These procedures do not attempt to articulate all required guidelines 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

Access to the networks and to the information technology environment within the Monadnock Regional School District is a privilege and must be treated as such by all users of the network and its associated systems. Information networks will be used for the purposes of research, education, and school-related business and operations. While it is not the intention of the MRSD to be intrusive, all users are advised that authorized MRSD personnel will be monitoring system activity and content of e-mail messages and files. The resources of the MRSD are limited. All users must exercise prudence in the shared use of this resource. Any system which requires password access or for which the MRSD 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. Users agree to report any misuses or abuse

of the MRSD's computer network or Intranet/Internet services to the MRSD's network administrator. Failure to report misuse or abuse constitutes a violation of this policy.

Disclaimer

MRSD makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the MRSD's network are to be borne by the user. MRSD also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of MRSD, its affiliates, or employees.

Unacceptable Use

The MRSD 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 MRSD network to make unauthorized entry into any other resource accessible via the network.
3. 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, impersonations, or misrepresentations.
4. Destroys, alters, dismantles or otherwise interferes with the integrity of computer-based information and/or information resources.
5. Seeks to gain or gains unauthorized access to information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for non-school related commercial or political activity.
8. Installs unauthorized software for use on MRSD computers.
9. Uses a network to access inappropriate materials, including but not limited to sending, receiving or displaying or viewing offensive, sexually explicit, pornographic, or obscene content, messages, pictures, video, or other media.
10. Submits, publishes or displays any defamatory, inaccurate, discriminatory, offensive, abusive, obscene, pornographic, profane, sexually-oriented or explicit, or threatening materials, messages, pictures, video, or other content, either publicly or privately.
11. Uses a MRSD network for illegal harassing, discrimination, bullying, intimidating, stalking, hazing, cyberbashing/cyberbullying, insulting, vandalizing, attacking or other inappropriate purposes, or in support of such activities.
12. Posts publicly any items produced by students to the Internet without proper administrative

review and/or parental permission.

13. Uses unauthorized services or mail lists, i.e., LISTSERVS, newsgroups, chat rooms, blogs, social networking sites, unapproved gaming sites, and instant messaging.
14. Encrypts communications or files to avoid system security review.
15. Attempts to access blocked, filtered, or restricted websites, e.g., using a proxy site, encryption, or other means to circumvent a firewall.
16. Engages in any other conduct that is potentially harmful to students, staff, administrators or the MRSD.

MRSD Rights

The MRSD reserves the right to:

1. Monitor all activity. Notwithstanding any related laws, staff members have no expectation of privacy regarding their use on the MRSD technology.
2. Make determinations on whether specific uses of technology are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what constitutes appropriate use.
5. Remove a user's access to the technology 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 MRSD's network activity or technology use.

Code of Conduct – General Internet Usage

Use of the Internet by students and staff of the MRSD shall be in support of education and research that is consistent with the mission of the MRSD. Internet use is limited to those persons who have been issued MRSD-approved accounts. Use will be in accordance with the MRSD's Acceptable Use Policies.

Users are expected to abide by the following terms and conditions:

1. Protect their MRSD account from others.
2. Respect the privacy of other users. Do not use other users' passwords or share your passwords with others.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other harmful or harassing behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Do not use any network in a way that disrupts its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.

9. Do not use the Internet to access or process pornographic offensive, sexually explicit, obscene or otherwise inappropriate material.
10. Do not use the Internet for commercial purposes.

Employee/Volunteer Responsibility to Supervise Student Computer Use

Employees and volunteers who use school computers with students for instructional purposes have a duty of care to supervise such use and to enforce school policies and concerning employee and student computer use. When, in the course of their duties, employees or volunteers become aware of a violation, they are expected to stop the activity and follow the steps prescribed in Policy JICM/GBEG, (Prohibited Use of Technology), and Policy EHAC (Reporting of Issues).

No Expectation of Privacy

All computer hardware, software, network, and email systems are owned by the school district, they are not the property of the employee or student. All emails, websites, and social media posts created using these systems are subject to the monitoring systems used by the school district to safeguard its students and employees.

The Monadnock Regional School District's computers and web accounts remain under the control, custody, and supervision of the school district at all times. Employees and students have no expectation of privacy in their use of email, stored files, websites, and social media when used on district computers or networks.

Compensation for Losses, Costs and/or Damages

The employee or student and his/her parents/guardians are responsible for compensating the school district for any losses, costs or damages incurred by the district for policy violations while the employee or student is using district technologies, including the cost of investigating such violations. The district assumes no responsibility for any unauthorized charges or costs incurred by an employee or student using school district technologies.

The MRSD reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

Code of Conduct - MRSD Websites and Social Media

Social media pages and websites sponsored by MRSD are provided for the MRSD community to share information about our schools and the achievements of the students and staff as well as other relevant MRSD community information. All posting of comments on MRSD pages are at the discretion of the page administrators. The intent of this policy is to protect the privacy and rights of the MRSD school community. We expect participants to be respectful and courteous. This includes avoiding posting comments, complaints, criticisms, statements, photographs, video or audio, or other forms of electronic communication that are or could reasonably be viewed as malicious, threatening or intimidating, disparaging, profane, obscene, offensive, sexually explicit, inappropriate, inflammatory,

discriminatory or otherwise objectionable or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion, sexual orientation, or any other status protected by law of company policy. Please understand that all postings to MRSD-sponsored sites are publicly accessible without limitation or protection of any kind. Be cautious with the personal information you share, and understand that this information may be linked to your name and published on the Internet or utilized by others.

All official MRSD web pages and social networking sites (those designed for student use and/or communication to stakeholders about MRSD programs) must be approved by the Administration and must adhere to the following standards:

1. Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the District.
2. Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed complies with MRSD guidelines as set forth above and as established in the MRSD's Employee Technology Acceptable Use and Social Media Policy, and is appropriate to the subject matter of the page.
3. Students should not be expected to utilize the site as the only source of important information since student access to social networking sites is restricted on the MRSD networks.
4. Pages or sites which have not been approved by the Administration will be treated as personal pages as defined by this policy.

MRSD further reserves the right to reject or remove comments if they violate this Social Media Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed. We also reserve the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

In posting material on MRSD-sponsored sites, you agree not to:

1. Post materials that are or could reasonably be viewed as malicious, threatening or intimidating, disparaging, profane, obscene, offensive, sexually explicit, inappropriate, inflammatory, discriminatory or otherwise objectionable or that might constitute harassment or bullying towards an individual or entity member of the MRSD community.
2. Post phone numbers, email addresses or other confidential information of students, faculty, staff, or any person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
3. Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If you are talking about somebody else's work, reference this or the person, and where possible include a link.
4. Post material that infringes on the rights of MRSD or any individual or entity, including privacy,

intellectual property or publication rights.

5. Post material that promotes or advertises a commercial product or solicits business or membership or financial of other support in any business, group or organization except those which are officially sponsored by MRSD.
6. Post chain letters, post the same comment multiple times, or otherwise distribute “spam” via the MRSD-sponsored site.
7. Allow any other individual or entity to use your identification for posting or viewing comments.
8. Post comments under multiple names or using another person’s name.

In posting material on MRSD-sponsored sites, you understand that:

1. You agree to indemnify and hold harmless MRSD, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorneys’ fees and costs) arising out of any claim by a third party relating to any material user has posted on MRSD-sponsored sites.
2. MRSD reserves the right to remove any comments at any time for any reason and/or ban future posts from people who repeatedly violate this Policy.

Personal Electronic Devices

Students are allowed to listen to headphones in the hallway, ONLY if the volume does not reach a limit that prevents the student from hearing those around him or her. If students are listening to their headphones at such a volume that the student cannot hear what is going on around him/her, or if they become a distraction to the education process, students will be asked to put the device away. Failure to do so will be considered an act of refusal and will be dealt with accordingly at the administration’s discretion. The use of Bluetooth speakers is prohibited. The administration has the right to confiscate the Bluetooth speaker in the event that the student refuses the initial request to turn the device off and put it out of sight.

Cell Phones

(Middle School Only)

Students may use their cell phones at Lunch. If students wish to use their phones at other points during the day they need to obtain permission from their teacher.

Textbooks

Textbooks are provided by the school district with the expectation that students take care of the book and return it in the same condition that it was issued. Each student is responsible for the return of books at the end of each course. If a book is lost, stolen or damaged, it is the student’s responsibility to pay for the book before a new one is issued. MRMHS compiles a Book Owe list throughout each year. If a student has not paid for a book by the end of the year they are placed on the Book Owe list.

Pledge of Allegiance and Flag Display (Policy [INDB-R](#))

New Hampshire law that requires schools to set aside time daily for students to voluntarily recite the Pledge of Allegiance. Accordingly, the Pledge of Allegiance will be an administrator, teacher, staff, or student-lead and recited at the beginning of each school day in each school. Pupils not participating in the recitation of the pledge of allegiance may silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

Section 4: Annual Policy Notifications

Policy Manual

All Monadnock Regional School District Policies are available in their entirety [HERE](#). Use the magnifying glass tool to search for policies by entering a keyword (for example, 'immunization'). Certain policies requiring annual review or notification are presented or linked in this manual.

Drug-Free and Tobacco-Free Schools (Policies [GBEC](#), [GBED](#))

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District. StJIClate law also prohibits the use of any tobacco product, E-cigarette, or liquid nicotine 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.

Students With Disabilities (Policies [IHBA](#), [IHBA-R](#))

The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. (Ed 1105 CHILD FIND Ed 1105.01). Child Find also includes children who are suspected of being a child with a disability under and in need of special education (§300.8) Any child who is potentially a child with a disability attending school and for any child 2.5 years of age up to 22 years of age residing within its jurisdiction is referred to the IEP ream. The LEA shall use the special education process to find, identify, and evaluate all children who are potentially children with disabilities and who are suspected by the LEA of being in need of special education and related services (Ed 1104). The child find system shall include children who are placed in private schools within the geographic boundaries of the local school district by their parents.

Video and Audio Recording (Policy [EEAA](#))

Video and/or audio recording devices can serve a useful purpose when placed in common areas to include, but not limited to, hallways, meeting rooms, parking lots, school buses, and other District property for instructional and security purposes. Accordingly, video cameras may be mounted in common areas throughout the District and may be used by school staff in accordance with this policy. Placement of the recording devices 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 within plain view. Permission to allow your student to be recorded or photographed for public use by newspaper, radio, TV and web can be located on the last page of this handbook.

Homework (Policy [IKB](#))

Homework is both educational and practical. Students will be responsible for completing assigned homework, returning homework to the teacher by the designated time, and submitting homework assignments which reflect careful attention to detail and quality of work. Parent's/Guardian's responsibilities include being familiar with the District Homework Policy and the school/classroom expectations, communicating with the school when homework questions or concerns arise, and supporting the child's learning by monitoring homework assignments and helping the child be prepared to succeed.

Student Conduct (Policy [JIC](#))

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 for 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. 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.

Student Discipline and Due Process (Policy [JICD](#))

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 the 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 supports 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 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. Detentions are not appealable.

2. **"Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extracurricular 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, and 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.

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:
 - Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, and the act of theft, destruction or violence, as defined in RSA 193-D:1); or
 - Repeated and willful disregard of the reasonable rules of the school that is not remediated through the 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. 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 taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

- 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 only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension. A long-term suspension may only be imposed for:
 - An act that constitutes an act of theft, destruction, or violence, as defined in RSA 193-D
 - 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
- 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)(2), and (f)(3)(g), 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)(2)c, 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 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 a 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. 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.
- b. Before expelling a pupil, the Board shall consider each of the following factors:
 - i. The pupil's age.
 - ii. The pupil's disciplinary history.
 - iii. Whether the pupil is a student with a disability.
 - iv. The seriousness of the violation or behavior committed by the pupil.
 - v. Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
 - vi. Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- c. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.
- d. 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.
- e. 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 the 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 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: 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's 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.

Bullying (Policy [JICK](#))

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 pupil which:

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

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs. 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 cyberbullying. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans. Any reference in this policy to "parent" shall include parents or legal guardians.

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 cyberbullying 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 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.

Statement prohibiting retaliation or false accusations ([RSA 193-F:4, II\(b\)](#))

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 be determined in accordance with applicable law, District policies, procedures, and collective bargaining agreements.

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or another 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.

If the alleged victim or any witness expresses to the Principal or other staff members 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.

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 district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

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.

Distribution and Notice of this Policy – ([RSA 193-F:4, II\(e\)](#))

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.

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.

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.

Procedure for Reporting Bullying ([RSA 193-F:4, II\(f\)](#))

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 volunteers 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.
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 behavior 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 volunteers 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.

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.

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).

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.

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 cyberbullying, 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 for 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:
 - i. Description of incident, including the nature of the behavior;
 - ii. How often the conduct occurred;
 - iii. Whether there were past incidents or past continuing patterns of behavior;
 - iv. The characteristics of parties involved, (name, grade, age, etc.);

- v. The identity and number of individuals who participated in bullying behavior;
 - vi. Where the alleged incident(s) occurred;
 - vii. Whether the conduct adversely affected the student's education or educational environment;
 - viii. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
 - ix. The date, time and method in which parents or legal guardians of all parties involved were contacted.
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 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 to 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.

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
- Structured Study Hall

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.

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.

Communication with Parents upon completion of Investigation ([RSA 193-F:4, II\(m\)](#))

1. Within two (2) 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 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 24 hours 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 law 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.

Appeal

1. 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.

2. 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.
3. 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 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.
4. 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 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.

School Officials ([RSA 193-F:4, II\(n\)](#))

The Superintendent of Schools is responsible for ensuring that this policy is implemented. The Superintendent may establish additional procedures to facilitate the implementation of this policy.

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 that such recordings are occurring.

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 Polices EEA, 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.

Hazing (Policy [JICFA](#))

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to 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 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 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 from 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.

Drug and Alcohol Use by Students (Policy [JICH](#))

Any drug, which a student carries onto school property for ingestion as prescribed by a doctor, will be kept in the nurse or principal's office.

Taking of illegal drugs, and/or possession of the same, in any form, is not permitted at any time. A student, during school hours or on school property (or in the approximate vicinity), shall not buy attempt to buy, sell, attempt to sell, possess on his/her person or in his/her desk, locker or any other place, use, transmit, give or be under the influence, or knowingly in the presence of, any narcotic, controlled drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, counterfeit drug purported to be controlled, alcoholic beverage, or intoxicant of any kind.

A student shall not possess on his/her person or in his/her desk or locker or any other place any drug or any kind of drug paraphernalia (including, but not limited to roach clips, rolling papers, bongs).

If at any time an employee of the district perceives that a student may be at risk due to substance abuse, they are authorized to provide pupils, parents, and legal guardians with information and resources relative to drug or alcohol counseling and treatment programs that are available. (per RSA189:11-d, II)

In case a student appears to be under the influence of drugs or alcohol, the parent will be notified by school authorities to come for the student and remove him/her to his home or to medical facilities.

In severe cases, if the parents or school doctor will not come to the school, the principal is authorized to call an ambulance to remove the student to the hospital. Parents will be notified of this action and will be responsible for the incurred expenses.

The substances defined in this policy will not be permitted on school property at any time or at any or at school-sponsored activities. Any student in possession or under the influence of alcohol will be immediately suspended from school in accordance with JICD-R.

All factual information pertaining to any alleged offense will be presented to the student's parents and the local police authorities, and the student will be suspended from school for up to ten (10) days. A conference between the parents, child, and principal will be held as soon as possible.

Any student found selling, distributing, or giving away illegal drugs will be turned over to the police authorities immediately, and suspended from school at once pending action from the Superintendent of Schools, and, if necessary, the School Board.

Any student convicted in court for illegally selling drugs on or off school property will be suspended from school pending action from the Superintendent of Schools and, if necessary, the School Board.

All disciplinary and administrative action taken in cases of student drug or alcohol abuse will be in accordance with Policy JICD-R, and as defined in RSA 193:13.

Any person, while in attendance as a spectator or otherwise, at any place where a school interscholastic event is being conducted, may be subject to penalties as set forth in New Hampshire Statute RSA 571:C2.

Controlled drugs are defined to be those drugs prohibited by New Hampshire State Law as defined in RSA Chapter 318-B.

Any person, while in attendance as a spectator or otherwise, at any place where a school interscholastic contest is being conducted, may be subject to penalties as set forth in New Hampshire Statute RSA 571:C2 (formerly RSA 570:24).

Cell Phones (Policy [JICJ](#))

The MRSD policy on the use of cellular phones schools is to ensure that students, teachers, support staff and administration maintain the proper etiquette and responsibility in the use of cell phones during schools hours. During school hours, cell phones must be turned off and put away. Teachers, support staff, and administration may have their phones on vibrate or silent as to not to be disruptive. The restriction on cell phone use may include lunch time hours and is at the discretion of the principal. Teachers, support staff, and administration shall not use their cell phones (placing calls and/or sending text messages) while conducting instruction, serving duty, and patrolling the hallways.

It is recognized that some support staff and administration require the use of cell phones to communicate between departments and other staff, however, the use of the cell phone should be limited to those areas that are low traffic areas and where communication is not disruptive.

Appropriate Use (Students)

If a student needs to make a phone call they may get a pass to use the phone or come to the office to use their cell phone at lunch time. Students are encouraged to make after school plans ahead of time to minimize the need for telephone use during the school day. Students that wish to use their cell phones to place text messages may only do so at lunch time, and in designated locations. Those privileges may be revoked at the principal's discretion.

Disciplinary Action (Students)

Students that violate this policy will have their device confiscated and it will be held in the office. Upon the first offense by a high school or middle school student, the student may pick up the device phone at the end of the day. A second incident, or first offense in an elementary school, will result in confiscation and a parent or guardian must pick it up. At the high school/ middle school level, it is the student's responsibility to notify the parent of the confiscation. At the elementary level, the teacher or administrator will notify the parent of the confiscation. If cheating is suspected, students that violate this policy will be subject to the same disciplinary action as for plagiarism.

Notification in Student Handbooks

Student handbooks shall include all policies regarding the appropriate use of cellular phones, and electronic messages devices (e.g. iPod, iTouch, iPad, tablet PCs, etc.) in School buildings.

Student Searches and Their Property (Policy [JIH](#))

The Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used to conduct searches anywhere on school property.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks.

Search of Students (Policy [JIH-R](#))

The purpose of this administrative rule is to provide guidelines for the conduct of student questioning and searches by authorized school administrators. These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy. Law enforcement authorities will not participate in searches except under exceptional circumstances.

Any item found during a search that is illegal violates Board policies or school rules, or which in the reasonable judgment of school administrators represents a threat to the safety and welfare of the school population shall be seized. Illegal items shall be turned over to law enforcement authorities. Other items shall be stored in a secure location until a determination is made regarding appropriate disposition. School administrators are required to document all searches and items seized or impounded. The Superintendent and the parents of students involved shall be provided with a copy of such reports.

A. Questioning by School Administrators

1. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules, and/or federal/state laws.
2. School administrators shall inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators shall make a reasonable effort to question the student in a location out of the sight and hearing of other students.
3. If a student fails to cooperate, lies, misleads, or threatens any person during questioning, he/she may be subject to additional disciplinary action.

B. Searches of Students, Personal Property in Students' Immediate Possession

1. School administrators are authorized to search students and/or personal property in students' immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is

interfering with the operations, discipline or general welfare of the school.

2. All searches of students and/or their personal property shall be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.
3. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat-downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary, law enforcement authorities shall be contacted.
4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

C. Searches of Lockers, Desks, and Other School Storage Facilities

1. School administrators shall consult with the Superintendent prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.
2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of the student and a witness, if practical under the circumstances of the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.
3. Any search which discloses evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

D. Patrolling of Parking Lots and Searching Vehicle

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.
2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or

federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.

3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

E. Canine Patrols and Searches

1. The Superintendent, his/her designee, following consultation with Board Chair and law enforcement officials may authorize canine patrols to take place anywhere on school property, including in hallways and parking lots, if he/she deems it advisable to maintain a safe and orderly school environment and/or to discourage drugs, weapons and/or other illegal substances or items from being brought onto school grounds.
2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.
3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.
4. When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.
5. All student vehicles, lockers, and/or other school storage facilities will be scanned during a canine patrol. Any vehicle, locker or other school storage facility identified by the canine patrol will be noted by the school administrators accompanying the patrol.
6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.
7. If practical, the student should be present during a search of his/her vehicle, locker or other school storage facility. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

Wellness (Policy [JLCF](#))

Monadnock Nutrition and Wellness Policy Committee

In October 2005, the policy committee was formed to develop a local wellness policy as required by Federal Public Law 108.265 Section 204. This committee was comprised of SAU #93 MRSD teachers, a student, school nurses, the district food service director, a physical education teacher, a school board member, parents, dietitians, and community representatives.

The Monadnock Regional School District (MRS D) is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish this goal:

- Child Nutrition Programs will comply with federal, state and local requirements under proposed rule “Local Wellness Policy Implementation under the Healthy, Hunger- Free Kids Act of 2010”. Child Nutrition Programs will be accessible to all children.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity with the goal to establish linkages between health education and school meal programs, and with related community services.
- In all aspects of local wellness, the school staff will act as role models for good nutrition and physical activity behaviors.
- All school-sponsored activities will be consistent with local wellness policy goals.
- Qualified nutrition service professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- SAU #93 will ensure that the food service staff meets all professional development & educational requirements as outlined by the NH Department of Education, USDA and SAU #93- Monadnock Schools.

Nutrition Guidelines for All Foods on Campus

- SAU #93 schools will meet or exceed the established USDA and State standards for the school meals programs.
- USDA established nutrient standards for all foods sold during the school day which is defined at 12:01am through 30 minutes after the last bell 7CFR 210.11(a)(5).
- The standards apply to any food (vending, fundraisers, school/student stores, concession stands, etc.) sold to students during the school day throughout the school campus and is required by the Healthy, Hunger-Free Kids Act of 2010. All groups selling food during the school day shall comply with those standards.
- Foods will not be sold in the cafeteria area of SAU # 93 schools during the school day unless the proceeds are being credited to the School Foodservice Authority and in compliance with applicable food standards.
- Classrooms & events during the school day should follow and comply with the NH Bureau of Nutrition guidelines.

Cafeteria Eating Environment

- Student Lunch periods be scheduled between 11 am and 1 PM.
- Recess for elementary grades is scheduled before lunch when possible.
- The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for

lunch, from the time the students are seated.

- Cafeterias will include enough serving areas so that students do not have to spend too much time waiting in line.
- Dining areas shall be attractive and have enough space for seating all students.
- Students will have access to hand washing or hand sanitizing before they eat meals or snacks.
- Drinking water fountains or water stations will be available for students at meals.

Nutrition Education

- Nutrition education will be offered as part of a sequential, comprehensive, program based on state guidelines and designed to provide students with the knowledge and skills necessary to promote and protect their health.
- SAU #93 will accept Health Curriculum Committee recommendations & curriculum standards as proposed to the Policy Committee for inclusion in this policy following SAU #93 public meeting notification guidelines.
- Nutrition curriculum and promotions will include, but are not limited to the following:
- A nutrition wellness information area will be located in each cafeteria area for students, staff and the public.
- Emphasize caloric balance between food intake and energy expenditure (physical activity/exercise).
- Encourage unprocessed wholesome foods such as: fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy and safe food preparation methods, and health-enhancing nutrition practices.
- Encourage students to start each day with a healthy breakfast.
- Use local foods whenever available.
- Nutrition education will be integrated into other areas of the curriculum such as math, science, language arts, and social studies.
- Classroom curriculum will coordinate with cafeteria school meal programs and other foods offered or sold at schools to allow students to apply skills and knowledge taught in the classroom.
- Nutrition education shall include information for families that encourages them to teach their children about health and nutrition and to provide nutritious meals.
- Schools will provide opportunities for training of teachers and other staff responsible for student nutrition education.
- The school district shall provide the means to fund updated nutritional information as it becomes available.
- Nutrition education will be consistent with the Dietary Guidelines for Americans.

Physical Activity

The goal of MRSD is that students will receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day). For students to fully embrace regular physical activity as a

personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that goal:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television.
- Integrate across curricula and throughout the school day opportunities for physical activity. Movement can be made a part of science, math, social studies and language arts.
- Classroom teachers will provide short physical activity break between lessons or classes, as appropriate.
- Schools will allow time for physical education and/or physical activity that strives to be consistent with research and national standards for daily physical education or the equivalent of at least 150 minutes of physical activity per week for all students during the school day.
- Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.
- Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- Adequate equipment will be available for all students to participate in physical education. Physical activity facilities on school grounds will be safe.
- Policies shall ensure that state-certified physical education instructors teach all physical education classes.
- Policies will ensure that state physical education classes have a student/teacher ratio similar to other classes.
- Elementary schools will provide a daily recess period and consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste.
- Whereas physical activity should be a positive aspect of each child's life, teachers and other school personnel:
 - Will not use physical activity as punishment.
 - Will not withhold opportunities for physical activity (e.g., recess, physical education) as punishment.
- The school shall provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted as well as those with special needs.
- Information will be provided to families to help them incorporate physical activity into their student's lives including community resources for active recreation.
- Schools will provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day, in accordance with

district policies.

- Schools will encourage families and community members to institute programs that support physical activity, such as a walk to school program.
- The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, MRSD will work together with local public works, public safety and or police departments in those efforts. MRSD will explore the availability of federal “safe routes to school” funds, administered by the NH Department of Transportation to finance such improvements.

Other School-Based Activities

- After-school programs should encourage physical activity and healthy habit formation.
- School Wellness Policy goals shall be considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).
- At all non-school-sponsored events that take place on school property: organizations shall be encouraged to follow the Monadnock Nutrition & Wellness Policy.
- Support for the health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.
- The district will support the schools’ initiatives to establish a school environment that encourages wellness and improves nutrition and physical activity choices by teachers, staff, administration, students, and families. This may include but not be limited to:
 - Forming of school and/or staff wellness committees
 - Publicizing employee benefits promoting wellness and healthy lifestyle choices
 - Supporting proposals for grant funding of school initiatives for wellness activities

Child Nutrition Operations

- The child nutrition program will aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation will not take precedence over the nutritional needs of the students. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.
- The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
- The school will strive to increase awareness of ability to participate in the available federal Child Nutrition programs (e.g. school lunch and school breakfast).
- The SAU #93 MRSD will employ a food service director, who is properly qualified, certified and/or credentialed according to applicable USDA- NH DOE professional standards, to administer the school food service program and satisfy reporting requirements.
- All food service personnel shall have meet Professional standards / training in child food service

operations under applicable State or Federal training requirements.

Food Safety/Food Security

- All foods made available by the SFA will comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines will be implemented to prevent food illness in schools.
- For the safety and security of the food and facility access to the food service, operations will be limited to Child Nutrition staff and authorized personnel. For further guidance, see the US Department of Agriculture food security guidelines.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies as outlined in the USDA's Local Wellness Policy Implementation under the Healthy, Hunger- Free Kids Act of 2010" 7CFR Parts 210 and 220. Additionally in each school, the principal or designee will ensure compliance with those policies in their school.

School Wellness Committee/Policy Implementation, Monitoring and Accountability

- To help with the initial development of the district's wellness policies, a Principal or other designee will conduct a baseline assessment of the each school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.
- The Monadnock Nutrition and Wellness Policy Committee will meet three times per school year on the fourth Monday of September, January and May, or as necessary to evaluate new food products and recommendations, and to review and propose revisions to the MRSD Wellness Policy.
- Notice of these meetings will be included Monadnock Education Matters a District news flyer that is distributed to the entire community of the Monadnock Regional School District, an active link at SAU website, www.mrsd.org , follow applicable public meeting posting requirements and included/updated on Wellness information areas at each school site.
- Yearly and every three years a triennial review and assessment of this policy will be completed and recommended updates brought to the School Board for approval.
- The public will be notified and encouraged for review and involvement in the policy.
- The wellness policy and progress reports can be found on the District's website.
- The building principal will be responsible for oversight of this policy.

Handbook Receipt Form and Disclosure Rights

Print Student Name:

Grade:

Student's Advisor:

YOU MUST RETURN THIS FORM TO YOUR ADVISOR BY

Student Section

I RECOGNIZE AS A MEMBER OF THE MRMHS COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE MRMHS STUDENT HANDBOOK.

I DO/I DO NOT (**circle one**) GRANT MRMHS PERMISSION TO PHOTOGRAPH, VIDEOTAPE OR USE MY NAME IN SCHOOL RELATED ACTIVITIES FOR SCHOOL PUBLICATIONS AND PRESS RELEASES.

STUDENT SIGNATURE _____ DATE _____

Parent Section

I RECOGNIZE AS A MEMBER OF THE MRMHS COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE MRMHS STUDENT HANDBOOK.

I DO/I DO NOT (**circle one**) GRANT MRMHS PERMISSION TO PHOTOGRAPH, VIDEOTAPE OR USE MY STUDENT'S NAME FOR SCHOOL PUBLICATIONS AND PRESS RELEASES.

I DO/I DO NOT (**circle one**) INTEND TO ACCESS POWERSCHOOL/ALMA TO TRACK MY STUDENT'S ACADEMIC PROGRESS.

I DO/I DO NOT (circle one) HAVE INTERNET ACCESS & WISH COMMUNICATIONS VIA EMAIL AT THIS ADDRESS:

EMAIL ADDRESS _____

PRINTED NAME OF PARENT/GUARDIAN: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

Monadnock Regional School District

Parent and Student Guide

Elementary Schools

2023-2024

#celebrateMRSD



Serving the Towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Swanzey, and Troy

We embrace our shared responsibility to guide students to become active citizens who are both empowered and inspired to contribute to the future of their community.

Therefore, we collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning.

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Dear Families,

Welcome to the Monadnock Regional School District! I am honored to be part of the Monadnock Regional School District, and our entire MRSD team is looking forward to working with you and your children this year. We understand that each and every child is special to their family, and I would like to assure you that they are special to us as well. We are committed to providing each child with a quality and meaningful education.

This publication of the Monadnock Regional School District Parent and Student Guide to the Elementary Schools includes general information regarding the policies and procedures governing the operation of our schools that will be useful to you throughout the school year. Please refer to this handbook for any questions you may have regarding procedures. If you do not find the answer to your question, please do not hesitate to contact your school office.

After you read through this handbook, please review it with your child/children, sign and return any required documents, and keep it handy for reference during the school year.

Thank you for your attention to this publication. Welcome to a wonderful year of learning at the Monadnock Regional School District Elementary Schools, and join us as we **#celebrateMRSD!**

Sincerely,

Lisa A. Walker
Superintendent of Schools
Monadnock Regional School District

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[@MonadnockRSD](#)

Prohibition Against Discrimination of Students in Educational Programs and Activities (Policy [AC](#))

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 student in the District's education programs, on the basis of any of the above classes, or a student'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.

(Board Policy AC)

Superintendent of Schools	Lisa A. Walker
Human Rights Officer	Monadnock Regional School District 600 Old Homestead Highway Swanzey, NH 03446 (603) 352-6955, ext. 6951 FAX (603) 358-6708 lwitte@mrsd.org
Assistant Superintendent Title IX Coordinator	Jeremy Rathbun (603) 352-6955, ext. 6959 jrathbun@mrsd.org
Director of Student Services 504 Coordinator	Catherine Woods – Director of Student Services (603) 352-6955 ext. 6967 cwoods@mrsd.org
English Language Learners	Natalia Rogova – English Language Teacher (603) 352-3383 nrogova@mrsd.org

2023/24 School Calendar



Monadnock Regional School District 2023-2024 School Year Calendar

August (2 Days)

M	T	W	Th	F
O	W	W	W	W
SO	SO	30	31	

8/21 - New Staff Orientation
8/22 - Workshop Day (District)
8/23- Workshop Day (Principal)
8/24 - Workshop Day (District)
8/25 -Workshop Day (Classroom)
8/28-8/29 Soft Opening

February (15 Days)

M	T	W	Th	F
			1	2
5	6	7	8	C
12	13	14	15	16
X	X	X	X	X
26	27	28	29	

2/9 -Parent/Teacher Conferences
2/19-2/23 Feb. Break

September (20 Days)

M	T	W	Th	F
				1
X	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9/4 - Labor Day

March (19 Days)

M	T	W	Th	F
				1
4	5	6	7	8
11	W	13	14	15
18	19	20	21	W
25	26	27	28	29

3/12 - Workshop Day (Teacher)
3/15- End Trimester 2 (elementary)
3/22 - Workshop Day (Teacher)
3/29 - End Q3 (MRMHS)

October (20 Days)

M	T	W	Th	F
2	3	4	5	C
X	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

10/6 - Parent/Teacher Conferences
10/9 - Columbus Day

April (17 Days)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
X	X	X	X	X
29	30			

4/22-4/26 - April Break

November (18 Days)

M	T	W	Th	F
		1	2	3
6	7	8	9	X
13	14	15	16	17
20	21	X	X	X
27	28	29	30	

11/3 - End Q1 (MRMHS)
11/10 - Veterans Day (Observed)
11/22-11/24 Thanksgiving Break

May (22 Days)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	28	29	30	31

5/27 - Memorial Day

December (16 Days)

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	ER
X	X	X	X	X

12/1 - End Trimester 1 (elementary)
12/22 - Early Release
12/25-1/1 - Holiday Break

June (7 Days)

M	T	W	Th	F
3	4	5	6	7
10	11	W(S)	(S)	(S)

6/12 - Workshop Day (Classroom)
6/12-6/14 Snow Day Make-up (if needed)

January (20 Days)

M	T	W	Th	F
X	2	3	4	5
8	9	10	11	12
X	16	17	18	19
22	23	W	25	26
29	30	31		

1/1 - Holiday Break
1/15 - MLK Jr. Day
1/19- End Semester 1 (MRMHS)
1/24- Workshop Day (District)

176 Student Days - August 30 - June 11
188 MDEA Days - August 22 - June 12
183 MESSA Days (SY) - August 23 - June 12
Graduation -June 7th (Rain Date 6/8)

Non-Instructional Days

X - Schools are Closed
W - In Service Workshop Day
C - Parent/Teacher Conferences
SO- Soft Opening
ER - Early Release

Term Endings

November 3rd - End of Quarter 1
December 1st - End of Trimester 1
January 19th - End of Semester 1
March 15th - End of Trimester 2
March 29th - End of Quarter 3

This calendar meets the school year requirements of RSA 189:1 and 189:24 and is subject to change due to storms or other unforeseeable emergencies. 3 make-up days (S) have been added which will only be used if necessary.

Approved 2/20/2023

Personnel and Contact Information

Monadnock Regional School Board

2022 New Hampshire School Board of the Year

Mr. Scott Peters, Chair, Troy
Ms. Lisa Steadman, Vice Chair, Troy
Mr. Edmond Laplante, Richmond
Mr. Brian Bohannon, Swanzey
Ms. Stephanie Lawlor, Swanzey
Mr. Dan LeClair, Swanzey
Ms. Gina Carraro, Roxbury
Ms. Kristen Noonan, Fitzwilliam
Ms. Cheryl McDaniel Thomas, Swanzey
Mr. Eric Stanley, Swanzey
Mr. Elizabeth Tatro, Swanzey
Ms. Jenn Strimbeck, Gilsum
Mr. Jeff Cesaitis, Fitzwilliam

Monadnock Regional School District Personnel

Ms. Lisa A. Walker, Superintendent of Schools
Mr. Jeremy Rathbun, Assistant Superintendent
Ms. Janel Morin, Business Administrator
Ms. Catherine Woods, Director of Student Services
Mr. Chris Czifrik, Director of Technology
Mr. Tom Walsh, Director of Nutritional Services
Mr. Tony Breen, Director of Facilities
Ms. Barb Arguin, Title 1 Program Manager
Ms. Frannie Ashworth, Project Beyond the Bell Program Director
Ms. Lauren Klowak, Elementary Special Education Coordinator
Ms. Lillian Sutton, Administrative Assistant to Superintendent & Assistant Superintendent
Ms. Wendy Brown, Payroll Coordinator
Ms. Ann DeTurris, Administrative Assistant to Student Services
Ms. Sharon Boucher, Personnel Coordinator
Ms. Norita Pacanza, Accounts Payable Coordinator
Ms. Michele Robidoux, Office Coordinator
Ms. Monique Rieth, Federal Funds Bookkeeper
Ms. Sandy Jepson, District Data Specialist
Ms. Sharon Arnone, Title 1 Administrative Coordinator

District Office

600 Old Homestead Highway, Swanzey, New Hampshire 03446-2310

Lisa A. Walker, Superintendent of Schools

lwalker@mrsd.org

603.352.6955

Cutler School

Mr Brett Gottheimer, Principal

31 South Winchester Street, Swanzey, New Hampshire 03446-3213

603-352-3383

School Hours: 8:30 am to 3:15 pm

bgottheimer@mrsd.org

Ms. Alyssa Collyer and Mrs. Megan Neurock, Lead Teachers

Ms. Lisa Fisk, Administrative Assistant

Ms. Cheryl Costa, School Counselor

Ms. Richelle Greer, School Nurse

Dr. George C. Emerson School

Ms. Lori Stevens, Principal

2022 New Hampshire Elementary Principal of the Year

27 Rhododendron Road, Fitzwilliam, New Hampshire 03447-0549

603-585-6611

School Hours: 8:30 am to 3:15 pm

lstevens@mrsd.org

Ms. Samantha Sestito, Lead Teacher

Ms. Pat Poole, Administrative Assistant

Ms. Samantha Sestito, School Counselor

Ms. Alexis Heaphy, School Nurse

Mt. Caesar School

Ms. Melissa Suarez, Principal

2021 New Hampshire Principal of the Year

585 Old Homestead Highway, Swanzey, New Hampshire 03446-2309

603-352-4797

School Hours: 8:30 am to 3:15 pm

msuarez@mrsd.org

Ms. Rebecca Fisk & Ms. Kim Tomer, Lead Teachers

Ms. Amy Fisk, Administrative Assistant

Ms. Carrie Frederiksen, School Nurse

Ms. MacKenzie Rokes, School Counselor

Gilsum STEAM Academy

Ms. Taylene Givetz, Teaching Principal
640 Route 10, Gilsum, NH 03448-0038
603-352-2226

School Hours: 8:30 am to 3:15 pm

tgivetz@mrsd.org

Ms. Jody Fortin, Administrative Assistant
School Counselor

Ms. Jody Bates, School Nurse

Troy School

Dr. Kevin Stone, Principal
44 School Street, Troy, New Hampshire 03465-2130
603-242-7741

School Hours: 8:30 am to 3:15 pm

kstone@mrsd.org

Ms. Molly Linn-Wulff, Lead Teacher

Ms. Pat Wielosinski, Administrative Assistant

Ms. Mary Frazier, School Counselor

Ms. Shannon Tarbox, School Nurse

Enrollment

Assigned School Attendance Zones

Mt. Caesar School (PK-2) and Cutler School (3-6) - Swanzey, Richmond and Roxbury

Dr. George S. Emerson School - Fitzwilliam

Troy Elementary School - Troy

Gilsum STEAM Academy - Gilsum

Elementary schools within a town often serve as a center for the community, provide children with the opportunity to meet peers who live in the same area or neighborhood, and create lifelong friendships. However, for a variety of reasons, the school closest to the student's residence may not be the best fit.

If you wish to have your child attend a school other than the assigned school, you must **first** register your child at the assigned school. Then, submit a written request to the Principal of the school you wish for your child to attend. The Principal will consider such factors as class sizes and other resources when considering these requests. Transportation will not be provided; however, in some circumstances, a pre-established bus route may be available. If you have a child attending a district school other than your assigned school, siblings within that residence will also be given permission to attend the non-assigned school.

Admission of Resident Students (Policies [JFAA](#), [JF](#))

In accordance with [RSA 193:12](#) and District Policy, legal residence is required for enrollment in district schools. All new resident students, accompanied by a parent/guardian, should register at school before opening day and as early as possible. Children entering school for the first time must have proof of physical examination, immunization records, a copy of the child's birth certificate and proof of residency within one of the six District towns. Acceptable proof of residency includes any two of the following:

- Utility bill (gas, electric, water/sewer) dated within the last 60 days
- Mortgage payment dated within the last 60 days
- Property tax bill dated within the last year
- Current lease, signed
- Current vehicle registration

Principals or their designees will meet with new children and parents to explain school programs.

Admission of Non-Resident Students (Policy [JFAB](#))

Students who are **not** residents of one of the six District towns may not attend District schools unless granted approval by the School Board. Families who move during the school year may submit a letter to the Superintendent of Schools requesting permission to remain in the District. If granted, transportation will not be provided; however, in some circumstances, a pre-established bus route may be available. Families who move during the school year and intend to transfer to another school parents must notify the school at least three days prior to moving and sign a release form at the new school so records may be released and forwarded.

Admission to Kindergarten (Policies [JEB](#), [JEBA](#))

Monadnock Regional School District offers full day Kindergarten for children who will be five years of age by September 30 of the current school year. In rare cases, a child whose fifth birthday falls between October 1st and November 1st may be allowed to enter kindergarten if skills and maturity level strongly indicate readiness for kindergarten in the following areas:

1. Cognitive development;
2. Social development;
3. Physical development;
4. Language development.

The District will also consider such factors as class sizes and other resources when making placement determinations. The Superintendent's decision whether to allow early admittance shall be final, and is not subject to review or appeal to the Board or otherwise. Please contact the Principal of your child's school for further information on this process. Any request for early entrance into Kindergarten must be received in writing no later than May 15th for consideration for the following September.

Immunizations (Policy [JLCB](#))

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. 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 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.

Attendance

Compulsory Attendance Law (Policies [JEA](#), [JH](#))

In accordance with RSA 193:1 and Board Policy, "Every child between six and eighteen years of age shall attend the public school within the district to which s/he is assigned during all the time public schools are in session, unless s/he has been excused from attending on the ground that his/her physical or mental condition is such to prevent his/her attendance or make it undesirable." The following procedures have been established to monitor attendance in accordance with this law.

Attendance Reporting

- Parents are expected to call the school office prior to 8:00a.m. when a student is absent.
- If the parent fails to call, personnel from the school (usually the secretary or nurse) will call the home after morning attendance is taken. In the event that the parent cannot be reached, the school security officer may be sent to check on the safety of the child.
- Students who arrive late (after 8:30 a.m.) must report to the office before going to their classroom. It is expected that parents/guardians will accompany their child to the school office to sign their child in.

Dismissals (Policy [JHC](#))

If it is necessary for your child to be dismissed from school during the regular school day, please send in a **written** note to the school office indicating the reason for the request for dismissal. Parents/guardians must come inside the school office to pick up their child. A sign out system is in place to ensure the safety of your child and to protect children from being contacted by unauthorized people. No student will be dismissed to anyone whose name is not on file in the school office unless the parent/guardian provides written notification to the school office.

General Information

Parent - Teacher Organizations

The home and the school are the two major factors in the complex educational life of children; therefore, the home and the school should have a relationship of understanding and co-operative spirit that establishes a mutual respect for the responsibility and unavoidable duty they share in the well-being and educational growth of children. To achieve this, each and every parent is urged to join and become a participating member of his/her local parent-teacher organization.

Volunteers (Policy [IJOC](#))

Volunteers are valued at our schools. They do a variety of things that support and help students learn and help staff with their duties. If you volunteer on a regular basis, you must have a criminal record check conducted. Please contact the school office for more information.

Parties and Social Activities (Policy [JLCE](#))

Generally, room parties held during school hours will be limited to the following occasions: Halloween, winter break, and Valentine's Day. These allow children to gain social skills during school related activities. In support of the MRSD Wellness Policy, we encourage healthy eating habits however we understand there are occasions for special treats. Please contact your child's teacher for suggestions and ideas.

Student Dress Code (Policy [JICA](#))

In order to maintain a respectful environment for optimal learning, students shall adhere to our school's dress code. A student's appearance is primarily the responsibility of the student and his/her parents. However, student's clothing and grooming must be of such a nature that it does not endanger their health and safety. In addition, the school cannot allow clothing or footwear to be worn that disrupts the educational process, is unsafe or that is damaging to school property.

Homework (Policy [IKB](#))

Homework is both educational and practical. Assigned work at home is in keeping with the level of the class and the ability of the children. No homework will be given on Fridays, holidays or on nights when there are school sponsored special events occurring. Homework in the primary years will be designed to include parent/guardian support and guidance. Homework for intermediate students will be designed to be completed independently in most instances; however, parental/guardian interest and support is always recommended.

District Issued Instructional Supplies

The occasion frequently arises when a student has lost or destroyed a book or materials purchased by the district. When this does occur, the student and his/her parents are held liable to replace the damaged or lost article. A receipt for payment will be given to the parent.

When a child has been sick over an extended period of time, books and/or materials may be borrowed from the school so the child may continue his/her schooling at home. Contact the building principal for assistance.

Lost and Found

A great deal of time is spent during the school year trying to locate owners of lost articles of clothing, etc., and trying to match boots and mittens. Children's clothing and footwear should be clearly marked with their name. Check with the teacher if an article has been lost. Articles which are not claimed in a timely fashion will be given to service organizations.

Parking

When visiting the school or waiting for students, parents should park their cars in the parking lot, away from the front of the school entrance or school doors so that they do not block school buses, delivery trucks and emergency vehicles.

Telephone

Should you find it necessary to telephone your child at the school, the message will be relayed to him/her. If possible, all instructions should be given to your child in writing before s/he leaves home in the morning.

Teachers may be reached one half-hour before school opens in the morning, or immediately after school is dismissed. A message may be taken at any time for a teacher. Unless there is an emergency, teachers will not be interrupted during the school day. Children will be allowed to use the telephone for outgoing calls, at the discretion of the school staff.

Student Services and Reports to Parents

School Counseling

Individual testing, conferences with parents and teachers, working with referred children, and classroom instruction for social curriculum are all part of the program. A conference is available with an elementary counselor upon request. Factors which might affect the child in the school situation should be reported to the school counselor or school principal.

Assessments

Throughout the coming year, students will participate in a variety of assessments. These assessments assist us in planning instructional programs to meet the needs of each student. Every effort should be made for children to attend school when these assessments are being administered.

Reporting Student Progress

Communication between home and school should be on-going and is a vital part of our reporting system and student success. A standards based report card has been developed and parent teacher conferences are scheduled throughout the year. Parent-Teacher conferences will be held mid way through trimester 1 and trimester 2. This conference allows parents the opportunity to learn about their child's growth and development. An additional conference may be requested at any time by the teacher, principal, or parent at the convenience of everyone concerned. If you wish to attend a conference with your child's teacher or other school personnel, please make an appointment one or two days before the scheduled conference thus avoiding conflicts with other activities.

Music, Art, Library, Guidance/Wellness , Physical Education, and MakerSpace

Students participate in comprehensive Music, Art, Library, Guidance, MakerSpace, and Physical Education programs at the elementary level for Grades K-6. Instrumental and Band lessons are available to students in Grades 4-6.

Nutritional Services (Policies [EFA](#), [EF](#), [JLCE](#), [EFCA](#))

Breakfast and lunch are available in each of the elementary schools. Full information about our nutritional services can be found [HERE](#).

Effective starting with the 2022/23 school year, we are no longer able to offer free meals for all students. Free or reduced-price meals will be available for families that qualify. To participate in this federal program, simply complete a Free & Reduced Meals Program application each fall or as soon as you learn that you may qualify by clicking [HERE](#). For a paper version, please contact us to request an application or download it [HERE](#).

To minimize the possibility that your child may be without meal money on any given day, meals can be paid for in advance and the balances maintained in your child's account. To pay by check, send checks in with your student on the first day of the school week OR mail a check and the full names of your children to Monadnock Nutrition Services, P.O. Box 10451, Swanzey, New Hampshire, 03446. Cash is accepted at all elementary school cafeterias when brought into school by a parent or guardian. To pay online, click [HERE](#).

Field Trips (Policy [IICA](#))

Authorized field trips which have educational value are part of the student's school experience. School buses are utilized for these trips. Permission slips are required for every child before s/he leaves the school grounds. It is necessary that these be signed and returned promptly to the school by parents/guardians.

Related Services

Speech Therapy, Occupational Therapy, and Physical Therapy are offered to those children in the district who need support in these areas. Psychological and/or counseling services are also available.

Academic Intervention

MRSD utilizes a multi-tiered approach to support students with academic, social and behavioral needs. Professional staff instruct, monitor, and report student growth.

Title I (Policy [KB](#))

Title I is a federally funded program which provides support to instructional programs in schools which meet specific federal guidelines. Language and reading tutorial help is provided to those pupils who are determined to be most in need. Currently, MRSD has 3 School wide Title 1 programs; Cutler, Emerson, and Troy. All parents and community members are invited to join the Title I Parent Advisory Council. For additional information contact: Barb Arguin in the Title I Office at 357-2042.

Parent Concerns

If you have any concerns regarding your child's placement, program, or behavior in school, you should immediately contact your child's teacher. In the event your concerns have not been answered to your satisfaction, you should then contact the principal of the school. If your concerns are still unanswered, contact the Superintendent of Schools at 603-352-6955, ext. 6977. It is important that concerns about your child be handled as closely as possible to the classroom situation.

We cannot respond to requests for grade level assignment to a particular teacher.

Technology/Valuables

We want to remind you that valuables stay at home. As we move through the day, things can get lost and disappear. iPods, DS/Gameboys, purses with money, and other valuables should not come to school. We understand that some of these items are used during the bus ride. Once students arrive at school, the items should be left in back packs and not used during the day. We do recognize the universal use of cell phones and have noted an increased number of students who have/use them. Cell phones, texting, smart devices including watches are NOT allowed during the school day, and should be left in backpacks. Parents wishing to contact their child(ren) during the school day should phone the school office.

Health and Safety

Health Services (Policy [JLC](#))

The school nurses and the teachers direct health activities toward health protection and health education. These services include administering vision and hearing tests, maintaining cumulative health records, assisting in physical examinations, and in general helping to maintain a healthy school atmosphere. The nurses are available to confer with teachers, parents, pupils, medical personnel, and others relative to health problems. During the school year, the school nurse will be providing health screenings for students. These include, but are not limited to, height and weight, hearing, and vision. When appropriate, such screenings may be conducted or assisted by capable, trained and competent persons under the school nurse's direction and supervision, i.e., Lions Club eyesight screening.

Medication (Policies [JLCD](#), [JLCD-R](#))

All medication must be brought to school by the parent and in the original container. The school cannot store more than a 30 day supply of prescription medication. Prescribed medicine shall not be dispensed or administered to any child by school personnel except by the school nurse, or under the nurse's supervision. In the event the school nurse is unavailable, the building principal, or designee shall administer the medication. All prescribed medication to be given in the school shall require a written order signed by the physician who has examined and prescribed the medication.

Over-the-counter medication may be given by the nurse using professional knowledge and judgment with signed permission from the parent. **Please do not send medicine to school with your child.**

If medications, whether prescription or over the counter need to be given during school hours, a [Medication Administration Authorization Form](#) must be on file in the school health office. To administer prescription medication, this form must be signed by both a parent and the child's physician. Any changes in the doctor's order including dosage, time of administering, etc., must be accompanied by a new permission form. Some medications may be self-administered with parental and physician permission. For self-administered Epi-Pen permission, please complete the [Epi-Pen Form](#). For self-administered inhaled medication, please complete the [Inhaled Medication Form](#).

Medication orders are good for one school year only. A new form must be placed on file every school year. Parents must never give a child any medication, including, but not limited to, vitamins, dietary supplements, aspirin, Tylenol, ibuprofen, etc., to self-administer at school, or to carry such medication to or from school. All medications must be retrieved from school at the end of each school year.

Illness (Policies [JLCC](#), [JLCD](#), [EBCG](#))

A child should be kept home if s/he has a temperature of 100° or higher, has had diarrhea and/or vomiting within the last 24 hours, sore throat, ear ache, cough or cold, upset stomach, or skin rash or if s/he cannot participate in all school activities, including recess. Students must be fever free, without medication, for a minimum of 24 hours before returning to school. If your child is diagnosed with a communicable disease, please notify the school office or school nurse immediately.

Children with these conditions in school will be sent home, and it is the responsibility of the parents to provide transportation. No child may go home to an unoccupied house. An ill child may be excused by the nurse or principal only in the company of a parent or person designated by the parent.

Emergency Care (Policy [JLCE](#))

Children at our school play actively during recess and PE classes. Occasionally this level of activity results in a minor injury. The school nurse will use basic first aid procedure to assess and treat injuries. In the event of a serious injury, we will take necessary steps to contact the parent/guardian or emergency contact person as indicated on the Emergency Information Form.

It is very important that the school has your updated phone numbers where you can be reached in the event that your child becomes sick or injured at school. Please be sure to include an emergency number and contact person for this reason.

Emergency Drills (Policy [EBCB](#))

Preparedness is an objective of education in all phases of school life. To this end drills are held periodically in accordance with district and state guidelines. In the event of an actual emergency, students will be sent home. Announcements will be made in the same manner as for school delays or closings due to inclement weather.

Emergency Closing (Policies [EBCD](#), [EBCE](#))

We utilize an automated call system to reach parents and staff about weather and/or emergency school closings or delays. To ensure that you receive these important messages please report your preferred home and/or cell phone numbers on your children's school registration and enrollment forms. We also utilize television (WMUR Channel 9), radio (WKNE-FM (103.7), WKBK-AM (1290), WZBK-AM (1220), WOQL-FM (97.9), WINQ-FM (98.7)), social media (Facebook @MonadnockRSD) and our website (www.mrsd.org) to post announcements.

Insurance (Policy [JLA](#))

Each fall, parents are provided the opportunity of insuring the children against accidents at school. Your school accepts the responsibility for submitting accident reports to the appropriate insurance company. Parents having private insurance should compare their coverage with that available to the schools. In case of an accident, parents or designated parties are notified immediately.

Emergency Information

At all times the school should be kept informed of the person to contact in case of emergency. It is essential that the school have a complete health record of each child and know who to call if the child becomes sick or is injured. A form is provided for this purpose. If parents are to be out of town during a school day, they should notify the school indicating who will accept responsibility for the child in case of emergency. **It is very important that the school has your updated phone numbers where you can be reached in the event that your child becomes sick or injured at school. Please be sure to include an emergency number and contact person.**

School Bus Information, Rules and Regulations (Policies [JICC](#), [EEAEC](#), [EEA](#), [EEAE](#), [JICC-R](#))

Students living outside the walking limits to school are granted the privilege of riding the school buses to and from school. In order to maintain a safe, efficient and orderly means of transportation, students must choose to display acceptable behavior.

1. Students must be at their designated bus stops five (5) minutes prior to the pick up time. Schedules do not allow waiting for late students. Students shall hold onto the handrail when loading and unloading.
2. Permission to get off at a stop that is not the student's regular stop requires a bus pass issued by the school at the request of the parent(s)
3. The school bus driver is in complete charge of the bus and students. The bus driver is authorized to assign seats whenever necessary.
4. Eating and drinking are not allowed on the bus.
5. Students who are addressed by the bus driver for unacceptable behavior shall provide the driver with their name. Failure to do so may result in suspension from riding the bus.
6. Students must remain properly seated until the bus comes to a complete stop and the eight way lights are activated.
7. Loud, vulgar, obscene and improper language or gestures will not be tolerated on the bus.
8. Smoking, Smokeless Tobacco, Vapor or E Cigarettes, Alcohol, Drug use and the use of lighters or matches are forbidden.
9. Spraying of perfumes, deodorants, hairspray, air fresheners etc. is not allowed on the bus.
10. Students will refrain from throwing things through the windows, out of the window or around the inside of the bus. Trash will be placed in receptacles on the bus.
11. Aisles and emergency exits will remain clear at all times.
12. Students shall not be destructive of the school bus seats, sidewalls, floors and/or windows, nor shall they tamper with any other bus equipment.
13. Skateboards, skis, animals, insects, glass containers, nuisance items and other objects of injurious or objectionable nature are prohibited on the school bus. Students may bring acceptable items on the bus only if the item can be held in the student's lap.
14. Fighting, pushing, tripping, hitting, bullying or spitting will not be tolerated. Harmful, destructive or degrading behavior is not acceptable.
15. The cost of any intentional damage will be the responsibility of the student/parent. Destruction of First Student property will result in a 5-day mandatory suspension from the bus and the student will remain off all buses until such time as a suitable payment agreement can be met.
16. There may be circumstances that could result in immediate suspension from the bus. If this should happen parent/guardian shall be responsible for providing transportation.

Questions or concerns about bus stops should be directed to First Student at 603-352-2303

Walking or Biking to School

Parents must submit written permission to the Principal in order for children to walk or ride a bike to school. The following safety rules should be observed.

1. Always ride your bicycle on the right side of the road.
2. Helmets should be worn when riding a bicycle.
3. Never ride two on a bicycle.
4. Children are to use sidewalks for walking where possible.
5. In the absence of sidewalks, children should walk on the left side of the road.

Student Conduct (Policy [JIC](#))

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 for 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. 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.

Rights and Responsibilities

Drug-Free and Tobacco-Free Schools (Policies [GBEC](#), [GBED](#))

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District. State law also prohibits the use of any tobacco product, E-cigarette, or liquid nicotine 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.

Students With Disabilities (Policies [IHBA](#), [IHBA-R](#))

The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. (Ed 1105 CHILD FIND Ed 1105.01). Child Find also includes children who are suspected of being a child with a disability under and in need of special education (§300.8) Any child who is potentially a child with a disability attending school and for any child 2.5 years of age up to 22 years of age residing within its jurisdiction is referred to the IEP team. The LEA shall use the special education process to find, identify, and evaluate all children who are potentially children with disabilities and who are suspected by the LEA of being in need of special education and related services (Ed 1104). The child find system shall include children who are placed in private schools within the geographic boundaries of the local school district by their parents.

Weapons on School Property (Policy [JIC1](#))

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. "Weapon" includes but is not limited to: slingshot, 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 is readily capable of causing death or physical injury.

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 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.

Student Records and Privacy (Policy [JRA](#))

Except for elements of a student's directory information (defined below) 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 parents/eligible students. Directory information includes:

- Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
- Parents'/guardians' name(s) and address(es);
- Students grade levels, enrollment status and dates of attendance;
- Student photographs;
- Students participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- Post-high school plans; and
- Students' diplomas, certificates, awards and honors received.

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.

Parents or eligible students may inspect and review that student's education records, and should contact the Principal to make arrangements to do so.

Video and Audio Recording (Policy [EEAA](#))

Video and/or audio recording devices can serve a useful purpose when placed in common areas to include, but not limited to, hallways, meeting rooms, parking lots, school buses, and other District property for instructional and security purposes. Accordingly, video cameras may be mounted in common areas throughout the District and may be used by school staff in accordance with this policy.

Placement of the recording devices 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 within plain view.

Permission to allow your student to be recorded or photographed for public use by newspaper, radio, TV and web can be located on the last page of the Parents' Guide.

Pledge of Allegiance and Flag Display (Policy [INDB-R](#))

New Hampshire law that requires schools to set aside time daily for students to voluntarily recite the Pledge of Allegiance. Accordingly, the Pledge of Allegiance will be an administrator, teacher, staff, or student-lead and recited at the beginning of each school day in each school. Pupils not participating in the recitation of the pledge of allegiance may silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

Visitors (Policy [KK](#))

Citizens are encouraged to visit the schools and to observe the school program. All persons, other than teachers and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school principal or secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and

receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the principal or by direct contact with the teacher. No person shall visit a school without first reporting to the office of the principal as to the purpose and place of the visit.

Public Complaints (Policies [KL](#), [KLD](#))

While the School Board recognizes its obligation to be available to the public at all times, it also believes that individual complaints can usually be resolved most effectively by parties directly concerned. Although no members of the community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred back through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only. The Board, therefore, will not hear complaints from individual parents until such complaints have been raised, first with the child's teacher, and, if not resolved, successively with the department head (where applicable), principal, and Superintendent.

Constructive criticism of the schools is welcome through whatever medium when it is motivated by a sincere desire to improve the quality of the education program and to equip the schools of this district to do their task more effectively.

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, the Board or individual member, shall refer the complaint to the school administration for study and possible solutions. The administration shall advise the individual employee involved of the nature of the complaint and shall be given an opportunity for explanation, comment, and presentation of the facts.

Complaints or issues about school personnel will not be discussed by the Board in public session. Complaints need to be directed first to the principal as the building administrator. If the complaint is not resolved by the building administrator the complaint should be directed to the superintendent or his/her designee. If the complaint involves the building administrator, the complaint should go directly to the superintendent or his/her designee.

Annual Policy Notifications

Policy Manual

All Monadnock Regional School District Policies are available in their entirety [HERE](#). Use the magnifying glass tool to search for policies by entering a keyword (for example, ‘immunization’). Certain policies requiring annual review or notification are presented or linked in this manual.

Bullying (Policy [JICK](#))

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 pupil which:

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

Bullying shall also include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs. 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 cyberbullying. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans. Any reference in this policy to “parent” shall include parents or legal guardians.

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 cyberbullying 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 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.

Statement prohibiting retaliation or false accusations ([RSA 193-F:4, II\(b\)](#))

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 be determined in accordance with applicable law, District policies, procedures, and collective bargaining agreements.

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or another 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.

If the alleged victim or any witness expresses to the Principal or other staff members 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.

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 district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

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.

Distribution and Notice of this Policy – ([RSA 193-F:4, II\(e\)](#))

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.

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.

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.

Procedure for Reporting Bullying ([RSA 193-F:4, II\(f\)](#))

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 volunteers 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.
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 behavior 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 volunteers 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.

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.

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).

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.

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 cyberbullying, 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 for 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:
 - i. Description of incident, including the nature of the behavior;
 - ii. How often the conduct occurred;
 - iii. Whether there were past incidents or past continuing patterns of behavior;
 - iv. The characteristics of parties involved, (name, grade, age, etc.);
 - v. The identity and number of individuals who participated in bullying behavior;
 - vi. Where the alleged incident(s) occurred;
 - vii. Whether the conduct adversely affected the student's education or educational environment;
 - viii. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
 - ix. The date, time and method in which parents or legal guardians of all parties involved were contacted.
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 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 username, 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.

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
- Structured Study Hall

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.

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.

Communication with Parents upon completion of Investigation ([RSA 193-F:4, II\(m\)](#))

1. Within two (2) 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 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 24 hours 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 law 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.

Appeal

1. 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.
2. 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.
3. 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.
4. 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 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.

School Officials ([RSA 193-F:4, II\(n\)](#))

The Superintendent of Schools is responsible for ensuring that this policy is implemented. The Superintendent may establish additional procedures to facilitate the implementation of this policy.

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 that such recordings are occurring.

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 Polices EEA, 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.

Student Discipline and Due Process (Policy [JICD](#))

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 the 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 supports 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 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. Detentions are not appealable.
2. **"Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extracurricular 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, and 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.
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:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, and the act of theft, destruction or violence, as defined in RSA 193-D:1); or
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through the 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. 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(f)(1).

- 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 only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension. A long-term suspension may only be imposed for:
- An act that constitutes an act of theft, destruction, or violence, as defined in RSA 193-D
 - 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
 - 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)(2), and (f)(3)(g), 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)(2)c, 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 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 a 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. 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.
 - b. Before expelling a pupil, the Board shall consider each of the following factors:
 - i. The pupil's age.
 - ii. The pupil's disciplinary history.
 - iii. Whether the pupil is a student with a disability.
 - iv. The seriousness of the violation or behavior committed by the pupil.
 - v. Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
 - vi. Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
 - c. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed

317.04(f)(3) through 317.04 (m) are followed.

- d. 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.
- e. 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 the 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 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: 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's 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 the 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.

Wellness (Policy [JLCF](#))

Monadnock Nutrition and Wellness Policy Committee

In October 2005, the policy committee was formed to develop a local wellness policy as required by Federal Public Law 108.265 Section 204. This committee was comprised of SAU #93 MRSD teachers, a student, school nurses, the district food service director, a physical education teacher, a school board member, parents, dietitians, and community representatives.

The Monadnock Regional School District (MRSD) is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish this goal:

- Child Nutrition Programs will comply with federal, state and local requirements under proposed rule "Local Wellness Policy Implementation under the Healthy, Hunger- Free Kids Act of 2010". Child Nutrition Programs will be accessible to all children.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity with the goal to establish linkages between health education and school meal

programs, and with related community services.

- In all aspects of local wellness, the school staff will act as role models for good nutrition and physical activity behaviors.
- All school-sponsored activities will be consistent with local wellness policy goals.
- Qualified nutrition service professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- SAU #93 will ensure that the food service staff meets all professional development & educational requirements as outlined by the NH Department of Education, USDA and SAU #93- Monadnock Schools.

Nutrition Guidelines for All Foods on Campus

- SAU #93 schools will meet or exceed the established USDA and State standards for the school meals programs.
- USDA established nutrient standards for all foods sold during the school day which is defined at 12:01am through 30 minutes after the last bell 7CFR 210.11(a)(5).
- The standards apply to any food (vending, fundraisers, school/student stores, concession stands, etc.) sold to students during the school day throughout the school campus and is required by the Healthy, Hunger-Free Kids Act of 2010. All groups selling food during the school day shall comply with those standards.
- Foods will not be sold in the cafeteria area of SAU # 93 schools during the school day unless the proceeds are being credited to the School Foodservice Authority and in compliance with applicable food standards.
- Classrooms & events during the school day should follow and comply with the NH Bureau of Nutrition guidelines.

Cafeteria Eating Environment

- Student Lunch periods are scheduled between 11 am and 1 PM.
- Recess for elementary grades is scheduled before lunch when possible.
- The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the students are seated.
- Cafeterias will include enough serving areas so that students do not have to spend too much time waiting in line.
- Dining areas shall be attractive and have enough space for seating all students.
- Students will have access to hand washing or hand sanitizing before they eat meals or snacks.
- Drinking water fountains or water stations will be available for students at meals.

Nutrition Education

- Nutrition education will be offered as part of a sequential, comprehensive, program based on state guidelines and designed to provide students with the knowledge and skills necessary to promote and protect their health.

- SAU #93 will accept Health Curriculum Committee recommendations & curriculum standards as proposed to the Policy Committee for inclusion in this policy following SAU #93 public meeting notification guidelines.
- Nutrition curriculum and promotions will include, but are not limited to the following:
- A nutrition wellness information area will be located in each cafeteria area for students, staff and the public.
- Emphasize caloric balance between food intake and energy expenditure (physical activity/exercise).
- Encourage unprocessed wholesome foods such as: fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy and safe food preparation methods, and health-enhancing nutrition practices.
- Encourage students to start each day with a healthy breakfast.
- Use local foods whenever available.
- Nutrition education will be integrated into other areas of the curriculum such as math, science, language arts, and social studies.
- Classroom curriculum will coordinate with cafeteria school meal programs and other foods offered or sold at schools to allow students to apply skills and knowledge taught in the classroom.
- Nutrition education shall include information for families that encourages them to teach their children about health and nutrition and to provide nutritious meals.
- Schools will provide opportunities for training of teachers and other staff responsible for student nutrition education.
- The school district shall provide the means to fund updated nutritional information as it becomes available.
- Nutrition education will be consistent with the Dietary Guidelines for Americans.

Physical Activity

The goal of MRSD is that students will receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day). For students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that goal:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television.
- Integrate across curricula and throughout the school day opportunities for physical activity. Movement can be made a part of science, math, social studies and language arts.
- Classroom teachers will provide short physical activity break between lessons or classes, as appropriate.
- Schools will allow time for physical education and/or physical activity that strives to be consistent with research and national standards for daily physical education or the equivalent of at least 150 minutes of physical activity per week for all students during the school day.
- Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.

- Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- Adequate equipment will be available for all students to participate in physical education. Physical activity facilities on school grounds will be safe.
- Policies shall ensure that state-certified physical education instructors teach all physical education classes.
- Policies will ensure that state physical education classes have a student/teacher ratio similar to other classes.
- Elementary schools will provide a daily recess period and consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste.
- Whereas physical activity should be a positive aspect of each child’s life, teachers and other school personnel:
 - Will not use physical activity as punishment.
 - Will not withhold opportunities for physical activity (e.g., recess, physical education) as punishment.
- The school shall provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted as well as those with special needs.
- Information will be provided to families to help them incorporate physical activity into their student’s lives including community resources for active recreation.
- Schools will provide community access to and encourage students and community members to use the school’s physical activity facilities outside of the normal school day, in accordance with district policies.
- Schools will encourage families and community members to institute programs that support physical activity, such as a walk to school program.
- The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, MRSD will work together with local public works, public safety and or police departments in those efforts. MRSD will explore the availability of federal “safe routes to school” funds, administered by the NH Department of Transportation to finance such improvements.

Other School-Based Activities

- After-school programs should encourage physical activity and healthy habit formation.
- School Wellness Policy goals shall be considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).
- At all non-school-sponsored events that take place on school property: organizations shall be encouraged to follow the Monadnock Nutrition & Wellness Policy.
- Support for the health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.
- The district will support the schools’ initiatives to establish a school environment that encourages

wellness and improves nutrition and physical activity choices by teachers, staff, administration, students, and families. This may include but not be limited to:

- Forming of school and/or staff wellness committees
- Publicizing employee benefits promoting wellness and healthy lifestyle choices
- Supporting proposals for grant funding of school initiatives for wellness activities

Child Nutrition Operations

- The child nutrition program will aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation will not take precedence over the nutritional needs of the students. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.
- The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
- The school will strive to increase awareness of ability to participate in the available federal Child Nutrition programs (e.g. school lunch and school breakfast).
- The SAU #93 MRSD will employ a food service director, who is properly qualified, certified and/or credentialed according to applicable USDA- NH DOE professional standards, to administer the school food service program and satisfy reporting requirements.
- All food service personnel shall have meet Professional standards / training in child food service operations under applicable State or Federal training requirements.

Food Safety/Food Security

- All foods made available by the SFA will comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines will be implemented to prevent food illness in schools.
- For the safety and security of the food and facility access to the food service, operations will be limited to Child Nutrition staff and authorized personnel. For further guidance, see the US Department of Agriculture food security guidelines.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies as outlined in the USDA's Local Wellness Policy Implementation under the Healthy, Hunger- Free Kids Act of 2010" 7CFR Parts 210 and 220. Additionally in each school, the principal or designee will ensure compliance with those policies in their school.

School Wellness Committee/Policy Implementation, Monitoring and Accountability

- To help with the initial development of the district's wellness policies, a Principal or other designee will conduct a baseline assessment of each school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

- The Monadnock Nutrition and Wellness Policy Committee will meet three times per school year on the fourth Monday of September, January and May, or as necessary to evaluate new food products and recommendations, and to review and propose revisions to the MRSD Wellness Policy.
- Notice of these meetings will be included in the Monadnock Education Matters District news flyer that is distributed to the entire community of the Monadnock Regional School District, an active link at SAU website, www.mrsd.org, follow applicable public meeting posting requirements and included/updated on Wellness information areas at each school site.
- Yearly and every three years a triennial review and assessment of this policy will be completed and recommended updates brought to the School Board for approval.
- The public will be notified and encouraged for review and involvement in the policy.
- The wellness policy and progress reports can be found on the District's website.
- The building principal will be responsible for oversight of this policy.

Student Technology Acceptable Use (Policy [JICL](#))

Purpose

The purpose of the Acceptable Use and Social Media Policy is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology, the Internet, and social media.

Definition

The definition of "information networks" is any configuration of hardware and software that 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 all existing and future technologies. Stand-alone workstations are also governed by this acceptable use procedure.

Monadnock Regional School District Services

The Monadnock Regional School District (MRSD) provides resources for teaching and learning, communication services and business data services by maintaining access to local, regional, national, and international sources of information. The MRSD's information resources will be used by members of the school community in accordance with policy, procedures, and regulations established by the MRSD, as well as state and federal laws and regulations. These procedures do not attempt to articulate all required guidelines 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

Access to the networks and to the information technology environment within the Monadnock Regional School District is a privilege and must be treated as such by all users of the network and its associated systems. Information networks will be used for the purposes of research, education, and school-related business and operations. While it is not the intention of the MRSD to be intrusive, all users are advised that authorized MRSD personnel will be monitoring system activity and content of e-mail messages and files. The resources of the MRSD are limited. All users must exercise prudence in the shared use of this resource. Any system which

requires password access or for which the MRSD 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. Users agree to report any misuse or abuse of the MRSD's computer network or Intranet/Internet services to the MRSD's network administrator. Failure to report misuse or abuse constitutes a violation of this policy.

Disclaimer

MRSD makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the MRSD's network are to be borne by the user. MRSD also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of MRSD, its affiliates, or employees.

Unacceptable Use

The MRSD 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 MRSD network to make unauthorized entry into any other resource accessible via the network.
3. 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, impersonations, or misrepresentations.
4. Destroys, alters, dismantles or otherwise interferes with the integrity of computer-based information and/or information resources.
5. Seeks to gain or gains unauthorized access to information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for non-school related commercial or political activity.
8. Installs unauthorized software for use on MRSD computers.
9. Uses a network to access inappropriate materials, including but not limited to sending, receiving or displaying or viewing offensive, sexually explicit, pornographic, or obscene content, messages, pictures, video, or other media.
10. Submits, publishes or displays any defamatory, inaccurate, discriminatory, offensive, abusive, obscene, pornographic, profane, sexually-oriented or explicit, or threatening materials, messages, pictures, video, or other content, either publicly or privately.
11. Uses a MRSD network for illegal harassing, discrimination, bullying, intimidating, stalking, hazing, cyberbashing/cyberbullying, insulting, vandalizing, attacking or other inappropriate purposes, or in support of such activities.

12. Posts publicly any items produced by students to the Internet without proper administrative review and/or parental permission.
13. Uses unauthorized services or mail lists, i.e., LISTSERVS, newsgroups, chat rooms, blogs, social networking sites, unapproved gaming sites, and instant messaging.
14. Encrypts communications or files to avoid system security review.
15. Attempts to access blocked, filtered, or restricted websites, e.g., using a proxy site, encryption, or other means to circumvent a firewall.
16. Engages in any other conduct that is potentially harmful to students, staff, administrators or the MRSD.

MRSD Rights

The MRSD reserves the right to:

1. Monitor all activity. Notwithstanding any related laws, staff members have no expectation of privacy regarding their use of the MRSD technology.
2. Make determinations on whether specific uses of technology are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what constitutes appropriate use.
5. Remove a user's access to the technology 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 MRSD's network activity or technology use.

Code of Conduct – General Internet Usage

Use of the Internet by students and staff of the MRSD shall be in support of education and research that is consistent with the mission of the MRSD. Internet use is limited to those persons who have been issued MRSD-approved accounts. Use will be in accordance with the MRSD's Acceptable Use Policies.

Users are expected to abide by the following terms and conditions:

1. Protect their MRSD account from others.
2. Respect the privacy of other users. Do not use other users' passwords or share your passwords with others.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other harmful or harassing behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Do not use any network in a way that disrupts its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
9. Do not use the Internet to access or process pornographic offensive, sexually explicit, obscene or

otherwise inappropriate material.

10. Do not use the Internet for commercial purposes.

Employee/Volunteer Responsibility to Supervise Student Computer Use

Employees and volunteers who use school computers with students for instructional purposes have a duty of care to supervise such use and to enforce school policies and concerning employee and student computer use. When, in the course of their duties, employees or volunteers become aware of a violation, they are expected to stop the activity and follow the steps prescribed in Policy JICM/GBEG, (Prohibited Use of Technology), and Policy EHAC (Reporting of Issues).

No Expectation of Privacy

All computer hardware, software, network, and email systems are owned by the school district, they are not the property of the employee or student. All emails, websites, and social media posts created using these systems are subject to the monitoring systems used by the school district to safeguard its students and employees.

The Monadnock Regional School District's computers and web accounts remain under the control, custody, and supervision of the school district at all times. Employees and students have no expectation of privacy in their use of email, stored files, websites, and social media when used on district computers or networks.

Compensation for Losses, Costs and/or Damages

The employee or student and his/her parents/guardians are responsible for compensating the school district for any losses, costs or damages incurred by the district for policy violations while the employee or student is using district technologies, including the cost of investigating such violations. The district assumes no responsibility for any unauthorized charges or costs incurred by an employee or student using school district technologies.

The MRSD reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

Code of Conduct - MRSD Websites and Social Media

Social media pages and websites sponsored by MRSD are provided for the MRSD community to share information about our schools and the achievements of the students and staff as well as other relevant MRSD community information. All posting of comments on MRSD pages are at the discretion of the page administrators. The intent of this policy is to protect the privacy and rights of the MRSD school community. We expect participants to be respectful and courteous. This includes avoiding posting comments, complaints, criticisms, statements, photographs, video or audio, or other forms of electronic communication that are or could reasonably be viewed as malicious, threatening or intimidating, disparaging, profane, obscene, offensive, sexually explicit, inappropriate, inflammatory, discriminatory or otherwise objectionable or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion, sexual orientation, or any other status protected by law of company policy. Please understand that all postings to MRSD-sponsored sites are publicly accessible without limitation or protection of any kind. Be cautious with the personal information you share, and understand that this

information may be linked to your name and published on the Internet or utilized by others.

All official MRSD web pages and social networking sites (those designed for student use and/or communication to stakeholders about MRSD programs) must be approved by the Administration and must adhere to the following standards:

1. Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the District.
2. Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed complies with MRSD guidelines as set forth above and as established in the MRSD's Employee Technology Acceptable Use and Social Media Policy, and is appropriate to the subject matter of the page.
3. Students should not be expected to utilize the site as the only source of important information since student access to social networking sites is restricted on the MRSD networks.
4. Pages or sites which have not been approved by the Administration will be treated as personal pages as defined by this policy.

MRSD further reserves the right to reject or remove comments if they violate this Social Media Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed. We also reserve the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

In posting material on MRSD-sponsored sites, you agree not to:

1. Post materials that are or could reasonably be viewed as malicious, threatening or intimidating, disparaging, profane, obscene, offensive, sexually explicit, inappropriate, inflammatory, discriminatory or otherwise objectionable or that might constitute harassment or bullying towards an individual or entity member of the MRSD community.
2. Post phone numbers, email addresses or other confidential information of students, faculty, staff, or any person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
3. Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If you are talking about somebody else's work, reference this or the person, and where possible include a link.
4. Post material that infringes on the rights of MRSD or any individual or entity, including privacy, intellectual property or publication rights.
5. Post material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except those which are officially sponsored by MRSD.
6. Post chain letters, post the same comment multiple times, or otherwise distribute "spam" via the MRSD-sponsored site.
7. Allow any other individual or entity to use your identification for posting or viewing comments.
8. Post comments under multiple names or using another person's name.

In posting material on MRSD-sponsored sites, you understand that:

1. You agree to indemnify and hold harmless MRSD, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorneys' fees and costs) arising out of any claim by a third party relating to any material user has posted on MRSD-sponsored sites.
2. MRSD reserves the right to remove any comments at any time for any reason and/or ban future posts from people who repeatedly violate this Policy.

Hazing: (Policy [JICFA](#))

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to 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 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 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 from 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.

Cell Phone Policy (Policy [JICJ](#))

The MRSD policy on the use of cellular phones schools is to ensure that students, teachers, support staff and administration maintain the proper etiquette and responsibility in the use of cell phones during schools hours. During school hours, cell phones must be turned off and put away. Teachers, support staff, and administration may have their phones on vibrate or silent as to not to be disruptive. The restriction on cell phone use may include lunch time hours and is at the discretion of the principal. Teachers, support staff, and administration shall not use their cell phones (placing calls and/or sending text messages) while conducting instruction, serving duty, and patrolling the hallways.

It is recognized that some support staff and administration require the use of cell phones to communicate between departments and other staff, however, the use of the cell phone should be limited to those areas that are low traffic areas and where communication is not disruptive.

Appropriate Use (Students)

If a student needs to make a phone call they may get a pass to use the phone or come to the office to use their cell phone at lunch time. Students are encouraged to make after school plans ahead of time to minimize the need for telephone use during the school day. Students that wish to use their cell phones to place text messages may only do so at lunch time, and in designated locations. Those privileges may be revoked at the principal's discretion.

Disciplinary Action (Students)

Students that violate this policy will have their device confiscated and it will be held in the office. Upon the first offense by a high school or middle school student, the student may pick up the device phone at the end of the day. A second incident, or first offense in an elementary school, will result in confiscation and a parent or guardian must pick it up. At the high school/ middle school level, it is the student's responsibility to notify the parent of the confiscation. At the elementary level, the teacher or administrator will notify the parent of the confiscation. If cheating is suspected, students that violate this policy will be subject to the same disciplinary action as for plagiarism.

Notification in Student Handbooks

Student handbooks shall include all policies regarding the appropriate use of cellular phones, and electronic messages devices (e.g. iPod, iTouch, iPad, tablet PCs, etc.) in School buildings.

Student Searches and Their Property (Policy [JIH](#))

The Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used to conduct searches anywhere on school property.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks.

Search of Students (Policy [JIH-R](#))

The purpose of this administrative rule is to provide guidelines for the conduct of student questioning and searches by authorized school administrators. These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy. Law enforcement authorities will not participate in searches except under exceptional circumstances.

Any item found during a search that is illegal violates Board policies or school rules, or which in the reasonable judgment of school administrators represents a threat to the safety and welfare of the school population shall be seized. Illegal items shall be turned over to law enforcement authorities. Other items shall be stored in a

secure location until a determination is made regarding appropriate disposition. School administrators are required to document all searches and items seized or impounded. The Superintendent and the parents of students involved shall be provided with a copy of such reports.

A. Questioning by School Administrators

1. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules, and/or federal/state laws.
2. School administrators shall inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators shall make a reasonable effort to question the student in a location out of the sight and hearing of other students.
3. If a student fails to cooperate, lies, misleads, or threatens any person during questioning, he/she may be subject to additional disciplinary action.

B. Searches of Students, Personal Property in Students' Immediate Possession

1. School administrators are authorized to search students and/or personal property in students' immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with the operations, discipline or general welfare of the school.
2. All searches of students and/or their personal property shall be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.
3. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat-downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary, law enforcement authorities shall be contacted.
4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

C. Searches of Lockers, Desks, and Other School Storage Facilities

1. School administrators shall consult with the Superintendent prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.
2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon

reasonable suspicion will be conducted in the presence of the student and a witness, if practical under the circumstances of the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

3. Any search which discloses evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

D. Patrolling of Parking Lots and Searching Vehicle

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.
2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.
3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

E. Canine Patrols and Searches

1. The Superintendent, his/her designee, following consultation with Board Chair and law enforcement officials may authorize canine patrols to take place anywhere on school property, including in hallways and parking lots, if he/she deems it advisable to maintain a safe and orderly school environment and/or to discourage drugs, weapons and/or other illegal substances or items from being brought onto school grounds.
2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.
3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.
4. When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.
5. All student vehicles, lockers, and/or other school storage facilities will be scanned during a canine patrol. Any vehicle, locker or other school storage facility identified by the canine patrol will be noted by the school administrators accompanying the patrol.
6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched.

Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.

7. If practical, the student should be present during a search of his/her vehicle, locker or other school storage facility. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

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, audiotape, 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.

Elementary School-Wide Expectations



Mt. Caesar Elementary School

Parent's Guide to School Wide Expectations:



Our Core Values

P: Practice Respect

A: Act Responsibly

W: Work Together

S: Stay Safe



What can you do to help your child stay on the path to positive behavior?

- ☺ Review the PAWS Core Values with your child.
- ☺ Ask your child about his/her day at school every day.
- ☺ Make sure your child is ready every day. Ensure a good night's sleep.
- ☺ Provide a quiet time and space for your child to do homework nightly.
- ☺ Keep in touch with your child's teacher.
- ☺ Encourage your child to use appropriate language and tone.
- ☺ Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm sorry."
- ☺ Be a visible part of your child's school day. Attend meetings and other school activities as your schedule allows.

Dear Parent/Guardian:

Please review this information with your child(ren).

Ask your child to tell you about Mt. Caesar's Core Values.

Ask your child to discuss examples of ways that he or she can use these rules to help them learn and participate in school.

Discuss ways that these rules can be used at home and in the community.

We look forward to working in partnership with you. If you have any questions, please contact the school.

What does PAWS look like in school?

In the beginning and throughout the school year, we spend a considerable amount of time teaching, modeling and practicing our school wide expectations. Our goal is to establish a calm, orderly, and safe environment for learning; help children develop self-control and self-discipline; teach children to be responsible, contributing members of their school community, and promote respectful, kind and healthy teacher-student and student-student interactions.

How will I be communicated with if there is a problem?

Communication between home and school is a vital component of student success. If your child is having difficulty following the school wide expectations, you can expect to be notified by the teacher. If the behavior continues or is serious enough, your child may receive a written behavior incident report that will be sent home. Prior to an incident report going home, you will receive contact from the teacher.



Practice Respect:

- I can learn about other people, families, their likes and dislikes, and be accepting of them.
- I understand empathy and the power of a genuine apology.
- I can recognize when someone needs help and support them.
- I know how to talk to others and use language that is acceptable for school.
- I recognize others and treat them kindly using words that are friendly.

Act Responsibly:

- I own my behavior, follow expectations, accept consequences, and take positive steps to change my actions.
- I can do what's right, make good choices and decisions even when no one is looking.

Work Together:

- I can communicate with others, take steps to solve problems, and not blame others.
- I'm aware of how my behavior and actions can impact others.

Stay Safe:

- I can make choices that will keep myself and others safe in all parts of my school.
- I will be aware of my body in relation to others.

**Emerson Elementary School
Parent's Guide to School
Wide Expectations:**



What can you do to help your child stay on the path to positive behavior?

- Review Bulldog STRONG core values with your child.
- Ask your child about his/her day at school every day.
- Make sure your child is ready every day. Ensure a good night's sleep.
- Provide a quiet time and space for your child to do homework.
- Keep in touch with your child's teacher.
- Encourage your child to use appropriate language and tone.
- Practice positive phrases with your child, such as, "thank you," "excuse me," "please," and "i'm sorry."
- Be a visible part of your child's school day.

Dear Parent/Guardian:

Please review this information with your child(ren) Ask your child to tell you about Emerson's core values. Ask your child to discuss examples of ways that he or she can use these rules to help them learn and participate in school. Discuss ways that these rules can be used at home and in the community. We look forward to working in partnership with you. If you have any questions, please contact our school.

Our Core Values: BULLDOG STRONG

S supportive

T teamwork

R respectful

O ownership

N iNclusive

G growth



Emerson Elementary School
27 Rhododendron Road
Fitzwilliam, NH 03447
603-585-6611

Cutler Elementary School
Parent's Guide to
School Wide Expectations:



Our Core Values

- C: Citizenship**
- S: Safety**
- R: Respect**
- R: Responsibility**

What can you do to help your child stay on the path to positive behavior?

- ☺ Review the CSRR Core Values with your child.
- ☺ Ask your child about his/her day at school every day.
- ☺ Make sure your child is ready every day. Ensure a good night's sleep.
- ☺ Provide a quiet time and space for your child to do homework nightly.
- ☺ Keep in touch with your child's teacher.
- ☺ Encourage your child to use appropriate language and tone.
- ☺ Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm sorry."
- ☺ Be a visible part of your child's school day. Attend meetings and other school activities as your schedule allows.



Dear Parent/Guardian:

Please review the information contained in this brochure with your child(ren).

Ask your child to tell you about Cutler's Core Values.

Ask your child to discuss examples of ways that he or she can use these rules to help them learn and participate in school.

Discuss ways that these rules can be used at home and in the community.

We look forward to working in partnership with you. If you have any questions, please contact the school.

Cutler Elementary School
31 S. Winchester St.
Swanzey, NH 03446
603-352-4797

Our Core Values

**R: Respect
Yourself**

**O: Own Your
Community**

**A: Always
Persevere**

**R: Responsibility
To do what's
Right!**

What can you do to help your child stay on the path to positive behavior?

- ☉ Review the ROAR Core Values with your child.
- ☉ Ask your child about his/her day at school every day.
- ☉ Make sure your child is ready every day. Ensure a good night's sleep.
- ☉ Provide a quiet time and space for your child to do homework nightly.
- ☉ Keep in touch with your child's teacher.
- ☉ Encourage your child to use appropriate language and tone.
- ☉ Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm sorry."
- ☉ Be a visible part of your child's school day. Attend meetings and other school activities as your schedule allows.

Dear Parent/Guardian:

Please review the information contained in this brochure with your child(ren).

- Ask your child to tell you about Troy School's Core Values.
- Ask your child to discuss examples of ways that he or she can use these rules to help them learn and participate in school.
- Discuss ways that these rules can be used at home and in the community.

We look forward to working in partnership with you. If you have any questions, please contact the school.

Troy Elementary School



Parent's Guide to Schoolwide Expectations

What does ROAR look like in school?

In the beginning and throughout the school year, we spend a considerable amount of time teaching, modeling and practicing our school wide expectations. Our goal is to establish a calm, orderly, and safe environment for learning; help children develop self-control and self-discipline; teach children to be responsible, contributing members of their school community; and promote respectful, kind and healthy teacher-student and student-student interactions.

How will I be communicated with if there is a problem?

Communication between home and school is a vital component of student success. If your child is having difficulty following the school wide expectations, you can expect to be notified by the teacher. If the behavior continues or is serious enough, your child may receive a written behavior incident report that will be sent home. Prior to an incident report going home, you will receive contact from the teacher.



Respect Yourself:

- I will use kind words
- I will keep my body under control and make safe choices.
- I will listen with my whole body.
- I will practice *empathy by trying to "stand in other people's shoes."*
- I will treat others the way I want to be treated.
- I will take care of my school and the resources it provides.

Own Your Community:

- I will treat others with kindness and use my words to solve conflicts with peers.
- I will work to have a positive attitude.
- I will think about how my actions affect others.
- I will work collaboratively with others by sharing information, listening to others, and accepting their ideas.

Always Persevere

- I will use my coping skills when I am upset.
- I will always ask for help when I need it.
- I will try to keep going and never give up.
- I will overcome obstacles.
- I will keep striving to reach my goals.

Responsibility

- I will be honest and trustworthy.
- I will follow expectations and accept consequences.
- I will take positive steps to change my actions to better myself.
- I will do the right thing, no matter who is watching.

ROAR



A SPECIAL NOTE TO PARENTS

One of GSA's basic concerns is to provide a safe and healthy environment for our children. We set high personal standards for our students and establish clear expectations that promote safety and an environment conducive to learning.

During the first weeks of school and throughout the school year, we will devote time to teach, model and practice our school wide expectations, as we establish our school community and build relationships with each other. We invite you to support our efforts in developing our students' ability to be productive, responsible and kind citizens in our world.

We encourage you to contact your child's teacher if you have any questions and to participate in all the opportunities and events we offer throughout the year.

Be Kind,
Be Safe,
Work Hard
and
Of Course,
Have Fun!



*Gilsum
STEAM
Academy*

*Parents' Guide to
School Wide
Expectations*

2019-2020

640 Rt. 10
Gilsum, NH 03448
(603) 352-2226

WE BELIEVE:

- ❖ It takes collaboration between all members of our community (staff, students, families, community members) to make our school the best it can be.
- ❖ We will practice tolerance to understand our differences, demonstrate empathy so everyone is treated with respect and will feel safe, and we will employ empathy to understand those around us
- ❖ What students learn to value will drive their behaviors through and beyond school helping them to be engaged citizens well into adulthood
- ❖ All students learn in different ways and it is our responsibility to provide opportunities to meet those needs.
- ❖ Kids should have opportunities above and beyond what is typical
- ❖ In the value of grit/perseverance for both our staff and our students and we should learn to accept and overcome failure
- ❖ The STEAM approach allows for opportunities that provide problem solving challenges and authentic learning
- ❖ That kids actively engaged learn deeper and more effectively
- ❖ Fun is the core of all learning!

SCHOOL WIDE EXPECTATIONS

Everywhere and All the Time:

Respect:

- ❖ Take care of our environment and our property.
- ❖ Follow adult directions.
- ❖ Display good manners.
- ❖ Use kind words.
- ❖ Help others and show empathy.

Responsibility:

- ❖ Work hard.
- ❖ Be prepared and ready to learn.
- ❖ Do what is right and make good choices.

Safety:

- ❖ Walk.
- ❖ Keep hands and body to yourself.
- ❖ Use materials properly.
- ❖ Visitors will buzz the office to enter our school.



Parent Signature Page

Please complete each section on this page and return the page to your child's teacher.

I have read the 2023/24 Parent and Student Guide and reviewed the guidelines with my child.

Child's Name _____

Parent Name _____

Parent Signature _____ Date _____

Photographs and Videos Permission

_____ Yes, I grant permission for my child to be photographed or videoed in school-related activities. I understand these photos/videos may appear in/on local publications, news media, social media, or other media/websites. These photos/videos will not be duplicated or sold for profit.

_____ No, I do not grant permission for my child to be photographed or videoed in school-related activities.

Parent Signature _____ Date _____

Student Name Publication Permission

_____ Yes, I grant permission for my child's name to be published in/on local publications, news media, social media, or other media/websites for school-related purposes.

_____ No, I do not grant permission for my name to be published for school-related purposes.

Parent Signature _____ Date _____

PLODZIK & SANDERSON

Professional Association/Certified Public Accountants

193 North Main Street • Concord • New Hampshire • 03301-5063 • 603-225-6996 • FAX 603-224-1380

BOARD MEMBERS QUESTIONNAIRE

To the Members of the School Board:

This document is an integral part of our auditing process. In order to assist us with gathering information necessary to understand the entity and its environment in connection with this year's audit, please answer the following questions concerning your knowledge of the District/SAU's financial procedures, and **return to Plodzik & Sanderson, PA as soon as possible.** Thank you in advance for your cooperation.

1. Do you have any knowledge or suspicions of fraud affecting your entity?
Yes___ No___ If yes, please elaborate below.

Have you received any communications from employees, former employees, regulators, or others alleging fraud?
Yes___ No___ If yes, describe briefly.

2. Have you identified any specific risks of fraud within your entity?
Yes___No___ If yes, describe briefly.

3. Has the Board adopted a universal code of ethics for members and employees to follow?
Yes___No___ If yes, please furnish a copy.

If yes, does this document prohibit elected officials and employees from doing business with the entity? Yes___No___

4. Have you or any related party of yours had any interest, direct or indirect, in any of the following transactions or pending or incomplete transactions since July 1, 2022 to which the School District/SAU or any retirement, savings, pension or other similar plan was, or is to be, a party?

	<u>YES</u>	<u>NO</u>
Sale, purchase, exchange, or leasing of property?	_____	_____
Receiving or furnishing of goods, services, or facilities?	_____	_____
Transfer or receipt of income or assets?	_____	_____
Maintenance of bank balances as compensating balances for the benefit of another?	_____	_____
Other transactions?	_____	_____

BOARD MEMBERS QUESTIONNAIRE (Continued)

If yes, please describe below, and note dollar amount of the activity. _____

5. Does the Board have any concerns over related party transactions? If so, please explain.

6. Does the Board formally authorize all disbursements, both vendor and payroll, prior to the release of funds? Yes ___ No ___

If the answer to the above is No, please describe your knowledge of how disbursements are approved within the system.

7. Describe how the Board stays informed of the latest changes in the laws and regulations pertaining to the entity.

8. Does the Board review comparative reports of estimated and actual revenues and appropriations and expenditures? Yes ___ No ___ If yes, how often are reports reviewed?

9. What procedures does the Board follow in reviewing or using these reports? For example, does the Board normally meet with the department heads as part of this process? Also, does the Board review BOTH the revenue and expenditure reports?

10. Has the Board approved a Disaster Recovery Plan in the event of loss or interruption of the IT function? Yes ___ No ___ If yes, please provide a copy.

11. Is there a written investment policy adopted? Yes ___ No ___ If yes, please provide a copy. When was the policy last reviewed and approved? _____

12. Have you adopted the use of either debit or credit cards by employees? Yes ___ No ___
If yes, please provide a copy of policy covering same.

BOARD MEMBERS QUESTIONNAIRE (Continued)

13. Does the Board have knowledge of any funds or bank accounts that are not in the custody of the Treasurer? Yes___No___ If yes, provide the name and custodian of account.

14. Has the Board approved a fund balance policy in compliance with GASB No. 54? Yes___No___

If yes, please provide the most updated copy.

15. Does the School District/SAU have knowledge of any crowdfunding activities? If so, please indicate what they are, on what website they are maintained, and who is responsible for them.

16. For each Board Member please provide below the years of service and a brief description of their background (i.e., Jane Doe, 5 years on the Board, Teacher for 20 years at the high school in the local government):

Name: _____
Years of Service: _____
Background: _____

Name: _____
Years of Service: _____
Background: _____

Name: _____
Years of Service: _____
Background: _____

BOARD MEMBERS QUESTIONNAIRE (Continued)

Name: _____
Years of Service: _____
Background: _____

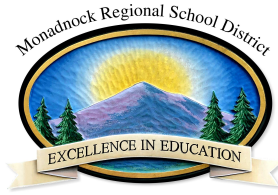
Name: _____
Years of Service: _____
Background: _____

Name: _____
Years of Service: _____
Background: _____

Name: _____
Years of Service: _____
Background: _____

Signed: _____ Date: _____
Chairperson on behalf of the Board

Printed Name: _____



**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD MEETINGS MARCH 2023 THROUGH MARCH 2024
All Meetings Begin at 7:00 PM**

<u>Date</u>	<u>Location</u>
March 21, 2023	MRMHS Library and Webinar for Public*
April 4, 2023	MRMHS Library and Webinar for Public*
April 18, 2023	MRMHS Library and Webinar for Public*
May 2, 2023	MRMHS Library and Webinar for Public*
May 16, 2023	Joint School Board & Budget Committee Meeting (MRMHS Annex)
June 6, 2023	MRMHS Library and Webinar for Public*
June 20, 2023	MRMHS Library and Webinar for Public*
July 18, 2023	MRMHS Library and Webinar for Public*
August 22, 2023	MRMHS Library and Webinar for Public*
September 5, 2023	MRMHS Library and Webinar for Public*
September 19, 2023	MRMHS Library and Webinar for Public*
October 3, 2023	Gilsum STEAM Academy, Gilsum
October 17, 2023	MRMHS Library and Webinar for Public*
November 7, 2023	Emerson Elementary School, Fitzwilliam
November 18, 2023	Joint School Board & Budget Committee Meeting (MRMHS Annex)
November 21, 2023	MRMHS Library and Webinar for Public*
December 5, 2023	Troy Elementary School, Troy
December 19, 2023	MRMHS Library and Webinar for Public*
January 2, 2024	MRMHS Library and Webinar for Public*
January 11, 2024	Budget Hearing (School Board & Budget Committee) MRMHS Annex
January 16, 2024	MRMHS Library and Webinar for Public*
February 3, 2024	Deliberative Session MRMHS Auditorium
February 6, 2024	MRMHS Library and Webinar for Public*
February 20, 2024	MRMHS Library and Webinar for Public*
March 5, 2024	MRMHS Library and Webinar for Public*

* Webinar Meeting Invitations are posted on the District Website Calendar

NOTE: SNOW DATES FOR ALL REGULAR BOARD MEETINGS WILL BE PLANNED FOR THE FOLLOWING SCHOOL DAY

Approved: 3/21/2023
updated: 7/18/2023