

**LINCOLN-WOODSTOCK
COOPERATIVE SCHOOL DISTRICT
SAU#68**



LIN-WOOD PUBLIC SCHOOL

2026-2027

STUDENT/FAMILY HANDBOOK

Last Updated: 08/20/2026



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LIN-WOOD PUBLIC SCHOOL CALENDAR 2026-2027



AUGUST 2026

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(1 days)

SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

(20 days)

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(20 days)

NOVEMBER 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(17 days)

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(17 days)

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(19 days)

FEBRUARY 2027

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

(15 days)

MARCH 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(22 days)

APRIL 2027

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

(16 days)

MAY 2027

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(20 days)

JUNE 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

(13 days)

COLOR KEY

	NO SCHOOL
	NO SCHOOL-TEACHER IN-SERVICE
	EARLY DISMISSAL
	FIRST/LAST DAY OF SCHOOL
	GRADUATION
	AMERICAN EDUCATION WEEK

(180 SCHOOL/STUDENT DAYS)

August 25-27	Teacher In-Service Days	January 1	New Year's Day/Holiday Break Cont.
August 31	First Day of School	January 18	MLK Jr. Civil Rights Day
September 4	Labor Day Weekend	February 22-26	Winter Break
September 7	Labor Day	March 9	Teacher In-Service/Town Mtg. Day
October 9	Teacher In-Service Day	April 8	Early Dismissal – Student Lead Conferences
October 12	Columbus Day	April 9	Teacher In-Service Day
November 11	Veterans Day	April 26-30	Spring Break
November 18	Early Dismissal – Parent Conferences	May 31	Memorial Day
November 18-20	American Education Week	June 11	Graduation
November 25-27	Thanksgiving Break	June 17	Last Day of School/Early Dismissal
December 23	Early Dismissal	June 18 & 21-24	Make-Up Days (if needed)
December 24-31	Holiday Break		

Please note: This calendar may be changed by School Board action or by inclement weather conditions. School cancellations, e.g., snow days may extend the school year. (Make-up days if needed: June 18, 21, 22, 23, and 24.)

INTERIM CLOSES	INTERIM DISTRIBUTED	REPORT CARD CLOSES	REPORT CARD DISTRIBUTED
September 25	October 2	November 8	November 16
December 11	December 18	January 22	January 29
February 19	March 5	April 9	April 16
May 14	May 21	June 17	June TBA

Approved: January 28, 2026

Notice of Nondiscrimination (From Policy AC)

Comprehensive Prohibition Against Discrimination in Educational Programs and Activities.

Under State or Federal 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. As used in this section, "race" means immutable traits associated with race, including hair texture and protective hairstyles and "protective hairstyles" means hairstyles or hair type, including braids, locs, tight coils or curls, cornrows, Bantu knots, Afros, twists, and headwraps.

Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status. Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s). Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

This notice refers to, but is not limited to, the provisions of the following laws:

RSA 186:11, XXXIII, Discrimination

RSA 193:38, Discrimination in Public Schools

RSA 193-F, Student Safety and Violence Protection Act

RSA 275:71, Prohibited Conduct by Employer

RSA 354-A: State Commission for Human Rights

20 U.S.C 1681, et seq, Title IX of the Education Amendments of 1972

20 U.S.C. § 1400-1417, Individuals with Disabilities Education Act (IDEA)

29 U.S.C. 621, et seq., The Age Discrimination in Employment Act of 1967

29 U.S.C. 705, The Rehabilitation Act of 1973 - Definitions

29 U.S.C. 794, Rehabilitation Act of 1973 (Section 504)

42 U.S.C. 12101, et seq., Title II of The Americans with Disabilities Act of 1990

42 U.S.C. 2000c, Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

Welcome

Dear Parents/Guardians and Students,

Thank you for reading this Handbook!

Our goal for 2026-2027 is to share our talents and resources with our students to help them achieve their fullest potential. We strive to help others, only then are we able to make our community and our world a better place to be.

We stand ready to work with you to achieve success.

Sincerely,
Peter Stivali
Principal
(603) 745-2214 ext. 200

Matthew Manning
Director of Elementary Education
(603) 745-2214 ext. 248

Dr. Mary Steady
Superintendent
(603) 745-2051 ext. 212

History, Mission, Vision

History and Purpose

Established in 1962, Lin-Wood Public School is unique in that it encompasses the entirety of the Lincoln-Woodstock Cooperative School District, also known as School Administrative Unit (SAU) #68. We are proud to offer excellent educational opportunities for students from kindergarten through twelfth grade, serving the communities of both Lincoln and Woodstock.

Mission Statement

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

Vision Statement

Empowering Students to Achieve Success: The Lincoln-Woodstock Cooperative School District continuously strives to provide diverse, researched-based, and relevant learning opportunities in a safe and supportive environment. We empower our students to fully participate in their education. We are dedicated to the principles of lifelong learning: self-direction, critical thinking, effective communication, collaboration, and caring and responsible citizenship. We are dedicated to the principles of lifelong learning: Responsible Collaborator, Independent Learner, Effective Communicator, Critical Thinker, and Global Citizen.



Handbook Acknowledgement

Student's Name: _____
(please print)

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

We, parent/guardian and student, have reviewed the following policies:

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

We, parent/guardian and student, have reviewed the LIN-WOOD STUDENT/PARENT HANDBOOK and are aware of its full content. We additionally acknowledge that policies are subject to change. Updated policies will be maintained in the electronic version of the LIN-WOOD STUDENT/PARENT HANDBOOK available here: <https://www.lin-wood.org/families/parentstudent-handbook> and in the electronic policy database available here: <https://www.lin-wood.org/school-board/policies>.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

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



Permissions/Authorizations

Lincoln-Woodstock Cooperative School District Student Media, Photo, and Video Release Form

Dear Parents and Guardians,

We love celebrating our students' achievements and sharing the great things happening at Lin-Wood Public School! To do this, we occasionally use photographs, video recordings, and interviews.

Please review the information below regarding how these materials are used and how you can provide or withhold your consent.

1. Media & Marketing Release

By consenting to this section, you grant permission for Lin-Wood Public School to photograph, interview, or showcase your child's work and achievements (such as honor roll lists).

- **Where it's used:** Printed materials, electronic media, school social media, websites, or public displays and exhibitions.
- **Media coverage:** This also allows outside news media organizations to broadcast or publish photos/interviews from school events.
- **Yearbook:** Regular school portraits will automatically be used for the school yearbook.

2. Classroom & Activity Recording Release

Our teachers and students frequently use video and audio recordings for educational purposes, such as student presentations, instructional reviews, and assessments.

By consenting to this section, you authorize the Lincoln-Woodstock Cooperative District to audio/video record your child during the school day and during extracurricular activities. This includes, but is not limited to:

- Classroom instructional activities and lessons (e.g., world language speaking practices).
- School programs, clubs, and extracurricular activities not open to the general public.
- Music, band, chorus, and instrumental practices not open to the general public.
- School events like Kanc Connection, performances, and sporting events.
- Required local, state, and federal assessments.

Important Terms & Your Rights

- **Duration:** This consent is valid for the current school year only.
- **Right to Withdraw:** You can change your mind and withdraw your consent at any time. To do so, you must notify the school principal **in writing**.

When Consent is Not Required

Please note that under the law, the school district does not require parental consent to record students in the following specific circumstances:

1. As part of a court proceeding or an investigation by child protective services.
2. As part of a school safety demonstration.
3. Video-only recording used to maintain safety, order, and discipline in common areas (like hallways) or on school transportation vehicles.

Parental Consent Selection

Please check the appropriate boxes, sign, and return this form to the school.

☐ **I GIVE PERMISSION** for my child to be photographed, interviewed, and recorded as outlined in Sections 1 and 2 above for the current school year.

☐ **I DO NOT GIVE PERMISSION** for my child to be photographed, interviewed, or recorded for marketing or classroom purposes (excluding the legal exceptions noted above).

Student's Name: _____

Grade: _____

Parent/Guardian Signature: _____

Date: _____



Walking Field Trip Permission

Dear Parents and Guardians,

Throughout the school year, our teachers love to take learning outside the classroom! To give our students hands-on experiences and opportunities to serve our community, we occasionally take short, walking field trips off school grounds.

Here is what you need to know:

- **Distance:** We stay close to home—usually walking no more than one mile from the school.
- **Activities:** Trips might include visits to the local library or community center, neighborhood clean-up days, health and wellness walks, or quick runs to the grocery store for cooking class ingredients. We also use these walks for nature observations and student rewards.

By signing the Walking Field Trip permission slip, you give your child permission to participate in all of these fun, local activities throughout the entire school year.

Sincerely,
Mr. Peter Stivali, Principal

Student's Name: _____

Emergency Contact Name : _____

Emergency Contact Phone: _____

Notes about student (medications, etc.): _____

I/We authorize my/our child to participate in walking field trips.

Parent/Guardian Signature(s): _____

Please review the handbook, complete, and return the handbook acknowledgement and permissions/releases to your child's HOMEROOM/ADVISORY TEACHER no later than October 1, 2026



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Lincoln-Woodstock Cooperative School District

Staff

SAU STAFF (603-745-2051)

Dr. Mary Steady	Superintendent
Ms. McKenzie Harrington	Business Administrator
Mrs. Nancy Bartlett	Dir. of Pupil Services
Mrs. Sharon Holt	SAU Administrative Assistant
Mr. Bart King	Technology Assistant

ADMINISTRATION/STAFF (603-745-2214)

Mr. Peter Stivali	Principal
Mr. Matthew Manning	Dir. of Elementary Education/Athletic Director
Mr. Mark Houde	Dir. of Buildings and Grounds
Mrs. Courtney Donati	School Nurse
Ms. Ellen Boucher	School Counselor (6-12)
Mrs. Sydney Campbell	School Counselor (K-5)
Mrs. Erin Bell	Behavioral Health Counselor/Family Support
Mrs. Joanna Boisseau	Intervention Coordinator/ESOL
Mrs. Billie Barnett	School Counselor's Office Administrative Assistant
Mrs. Kim-Marie LaMotte	Middle/High School Administrative Assistant
Mrs. Sheila Rich	Elementary School Administrative Assistant

LIN-WOOD PUBLIC SCHOOL STAFF Elementary School (603-745-2214)

Mrs. Sarah Beaudin	Kindergarten
Mrs. Diana Pamplin	Kindergarten
Mrs. Rebecca Manning	Grade 1
Mrs. Faith Horton	Grade 1
Ms. Courtney Busnach	Grade 2
Ms. Heidi Carter	Grade 2
Mr. Russell Bradshaw	Grade 3
Ms. Zoe Smith	Grade 3
Mrs. Kristyn Fadden	Grade 4
Ms. Marybeth Ruane	Grade 4
Mrs. Aimee Cowles	Grade 5
Mrs. Sally Nicoll	Grade 5
Ms. Megan Houle	STEM

Middle School (603-745-2214)

Mrs. Sarah Kraus	Mathematics Grades 7-9
Mr. Logan Placey	Social Studies/Humanities Grades 6-8/High School World History
Ms. Rebecca Steeves	Science Grades 7-8
Ms. Jackie Wilson	Mathematics and Science Grade 6/STEM Grade 7
Mrs. Paula Houde	ELA/Humanities Grades 6-7

High School (603-745-2214)

Ms. Allison Frobey	Art Grades K-12
Mrs. Heather Krill	English Grades 8-12
Ms. Jennifer Whitcher	English
Mr. Shawn Woods	Lab Specialist

Mrs. Kristy Duris	Library Media Specialist Grades K-12/ELO
Mrs. Jessica Halm	Mathematics
Mrs. Kristen Bushway	Music-General Grades K-12
Mr. Thomas Untersee	Music-Instrumental Grades 5-12
Mr. Aaron Loukes	PE Grades 6-8/ELO
Mrs. Katie Parent	Science
Mr. David Webster, Jr.	Science
Mr. Shaun Hagan	Social Studies
Mrs. Dori Weeden	World Languages/ESOL

Special Education (603-745-2214)

Mrs. Faith Bossie	Elementary Special Education
Mrs. Paula King	Elementary Special Education/Title I
Mrs. Alexis Scavetta	Elementary Special Education
Mr. Nicholas Cass	High School Special Education
Ms. Cathrin Goss	Middle School Special Education
Mr. Sayre Cronin	Lead Behavioral Specialist
Mr. Gage Brown	Paraprofessional
Mrs. Tracey Brumlik	Paraprofessional
Ms. Melissa Cabral	Paraprofessional
Ms. Deb Celino	Paraprofessional
Mrs. Olivia Drapeau	Paraprofessional
Mr. Michael Hamlin	Paraprofessional
Mrs. Leigh Harrington	Paraprofessional
Ms. Alyson Lomme	Paraprofessional
Mrs. Yvette O'Connell	Paraprofessional

Support Staff (603-745-2214)

Ms. Wanda Banks	Custodian
Mr. Mike Hartnett	Custodian
Mrs. Maria Meliza Pepe	Custodian
Mr. Shawn Woods	Custodian/Lab Specialist

District Officers/Contracted Services

Mrs. Sandra Dovholuk	School District Treasurer
Mr. Robert Wetherell	School District Moderator
Off. Elizabeth Scrafford	School Resource Officer
Ms. Darlene Stokowski	Manager, Fresh Picks Cafe
Mrs. Kelly Shaughnessy	Fresh Picks Cafe
Boothby Therapy Services	Speech Pathology
Durham School Services	Transportation Provider
HWB Therapy	Occupational/Physical Therapy
New England Center for Children	Board Certified Behavior Analysts (BCBA)
North Country Education Services	School Psychology
Reboot-IT	Technology

Lin-Wood staff list as of August 10, 2026.

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

Lincoln-Woodstock Cooperative School District School Board

Mr. Jay Duguay, Chairperson	Term expires: 2027
Mrs. Tamra Ham, Vice-Chairperson	Term expires: 2029
Mrs. Jasmine Weeden, Secretary	Term expires: 2029
Mrs. Mandi Avery	Term expires: 2027
Mr. Kevin Bell	Term expires: 2028
Mr. Joseph Bossie	Term expires: 2028
Mrs. Tricia Lindow	Term expires: 2029

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

For information on School Board meetings please visit: <https://www.lin-wood.org/school-board/meetings>

POLICY: BA-R

BOARD OPERATION GOALS

(Philosophy of Local Board Responsibility)

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

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

A full list of School Board policies is available here: <https://www.lin-wood.org/school-board/policies>

Annual Notice of Contact Information

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

DISTRICT PERSONNEL:

Human Rights Officer:

Name: Nancy Bartlett, Director of Pupil Services

Address: 72 Lin-Wood Drive, Lincoln NH 03251

Telephone: (603) 745-2214 ext. 232

Email Address: nbartlett@lin-wood.org

Title IX Coordinator:

Name: Nancy Bartlett, Director of Pupil Services

Address: 72 Lin-Wood Drive, Lincoln NH 03251

Telephone: (603) 745-2214 ext. 232

Email Address: nbartlett@lin-wood.org

504/ADA Coordinator:

Name: Nancy Bartlett, Director of Pupil Services

Address: 72 Lin-Wood Drive, Lincoln NH 03251

Telephone: (603) 745-2214 ext. 232

Email Address: nbartlett@lin-wood.org

OUTSIDE AGENCIES:

Office for Civil Rights, U.S. Department of Education; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921;

Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

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

Boston Area Office, U.S. Equal Employment Opportunity Commission; JFK Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506; Telephone - 1-800-669-4000; ASL Videophone - 1-844-234-5122; Email - info@eeoc.gov

New Hampshire Commission for Human Rights; 57 Regional Drive, Suite 8, Concord, NH 03301; Telephone - 603-271-2767; Email - humanrights@hrc.nh.gov

New Hampshire Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone - 603-271-3650; Email - doj.civilrights@doj.nh.gov

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

OTHER DISTRICT PERSONNEL AND NOTICES:

McKinney-Vento Homeless Assistance Act Homeless Liaison

Name: Erin Bell

Address: Lincoln-Woodstock Public School, 72 Linwood Drive, Lincoln NH 03251

Telephone: 603-745-2214

Email Address: ebell@lin-wood.org

Suicide Prevention Coordinator

Name: Erin Bell

Address: Lincoln-Woodstock Public School, 72 Linwood Drive, Lincoln NH 03251

Telephone: 603-745-2214

Email Address: ebell@lin-wood.org

Outside Suicide Prevention

988 Suicide & Crisis Lifeline: 988

NH Rapid Response Access Point: (833) 710-6477

NH Suicide Prevention Council: <https://preventsuicidenh.org/>

NH HeadRest: (603) 448-4872

NAMI New Hampshire: (603) 225-5359 / (800) 242-6264 <https://www.naminh.org/>

Extended Learning Opportunities (ELO) Coordinator

Name: Kristy Duris

Address: Lincoln-Woodstock Public School, 72 Linwood Drive, Lincoln NH 03251

Telephone: 603-745-2214

Email Address: kduris@lin-wood.org

English for Speakers of Other Languages (ESOL)

Names: Dori Weeden/Joanna Boisseau

Address: Lincoln-Woodstock Public School, 72 Linwood Drive, Lincoln NH 03251

Telephone: 603-745-2214

Email Address: dweenen@lin-wood.org / jboisseau@lin-wood.org

Notification of Asbestos Management Plan Availability

Names: Peter Stivali, Principal

Address: Lincoln-Woodstock Public School, 72 Linwood Drive, Lincoln NH 03251

Telephone: 603-745-2214

Email Address: pstivali@lin-wood.org

40 CFR Part 763.93(g)(4) Asbestos

Containing Materials in Schools: Final Rule and Notice (AHERA) requires that written notice be given that the following schools have management plans for the safe control and maintenance of asbestos containing materials found or assumed to be in their buildings. These management plans are accessible and available to the public at the administrative office of the facility listed. Lin-Wood Public School, 72 Linwood Drive, Lincoln NH 03251

Schedules

MIDDLE SCHOOL SCHEDULE OF PERIODS 2026-2027	
Middle School Period Name/Number	Time Period
Homeroom	7:45 am – 7:50 am
Period 1	7:50 am – 8:42 am
Period 2	8:44 am – 9:34 am
Break	9:34 am – 9:43 am
Period 3	9:43 am – 10:35 am
Period 4	10:37 am – 11:27 am
Period 5	11:29 am – 12:24 pm
Lunch	12:24 pm – 1:01 pm
Period 6	1:03 pm – 1:55 pm
Period 7	1:57 pm – 2:25 pm
Homeroom	2:25 pm – 2:30 pm

HIGH SCHOOL SCHEDULE OF PERIODS 2026-2027	
High School Period Name/Number	Time Period
Homeroom	7:45 am – 7:50 am
Period 1	7:50 am – 8:41 am
Period 2	8:43 am – 9:34 am
Break	9:34 am – 9:41 am
Period 3	9:41 am – 10:32 am
Period 4	10:34 am – 11:25 am
Period 5	11:27 am – 12:18 pm
Lunch	12:18 pm – 12:44 pm
Period 6	12:46 pm – 1:37 pm
Period 7	1:39 pm – 2:30 pm

Grading

The Lincoln-Woodstock Cooperative School District believes that the purpose of grading is to communicate student achievement to parents, students, and others. It provides information for students so they can self-evaluate and plan learning goals. Sometimes grades are used to select, identify, or group students for certain educational programs.

Grades have been used to provide incentives for students to learn. Grades are also a way to document student performance to evaluate the effectiveness of an instructional method or program.

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

Receiving Course Credit

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

Credit Recovery

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

Class Rank

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

Grade Point Average (GPA)

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

Online Grades, Report Cards, and Transcripts

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

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

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

Highest Honors = All A's

Honors = B's and Higher

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

High School Graduation Requirements

See Board policy IKF

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the District's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy IK, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the following lists, may include competencies that can be earned in more than one subject area.

GRADUATION AND DIPLOMA REQUIREMENTS

Recognizing that graduating students have diverse interests and aspirations for life after high school, the School District offers its graduating students the following diploma options to best suit the individual student's needs.

Lin-Wood High School Diploma

The Lin-Wood High School Diploma is the standard High School Diploma awarded to any student who earns a minimum of 24 credits, including those listed in Section C, below, completes 40 hours of community service as described below and all addition requirements (a) in Section E, below, and (b) in the Lin-Wood High School Program of Studies under the Lin-Wood High School Diploma description.

Lin-Wood High School Diploma with Honors

The Lin-Wood High School Diploma with Honors is awarded to an student who graduates in the top 15% of the graduating class as determined by the weighted grade point average (GPA), earns a minimum of 24 credits, including those listed in Section C, below, completes 40 hours of community service as described below and all addition requirements (a) in Section E, below, and (b) in the Lin-Wood High School Program of Studies under the Lin-Wood High School Diploma with Honors description.

New Hampshire Standard Diploma

The school Principal in conjunction with the student, parent(s)/guardian(s), and School Counselor may recommend a student pursue a New Hampshire Standard 20 Credit Diploma. The student must declare intention to receive a New Hampshire Standard 20 Credit Diploma by the end of sophomore year. The New Hampshire Standard Diploma is awarded to any student who earns a minimum of 20 credits as specified in Section C, below, completes 40 hours of community service as described below and all additional requirements included in the Lin-Wood High School Program of Studies under the New Hampshire Standard Diploma description.

NH STANDARD DIPLOMA GRADUATION CREDIT REQUIREMENTS

State Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)

Arts Education	½ Credit
Digital Literacy	½ Credit
English	4 Credits
Mathematics	3 Credits
(including algebra credit that can be earned through a sequential, integrated, or applied program)	
Physical Sciences	1 Credit
Biological Sciences	1 Credit
US and NH History	1 Credit
US and NH Government/Civics	½ Credit

Economics, Including Personal Finance	½ Credit
Word History, Global Studies, or Geography	½ Credit
Health Education	½ Credit
Physical Education	1 Credit
Open Electives	6 Credits
Total	20 Credits

State Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING in 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)

Arts Education	½ Credit
Digital Literacy	½ Credit
English	3 ½ Credits
Mathematics (including algebraic concepts and at least ½ credit in statistics or data analysis)	3 Credits
Physical Sciences	1 Credit
Biological Sciences	1 Credit
US History	½ Credit
NH History	½ Credit
Logic and rhetoric	½ Credit
Civics	½ Credit
History, Government and the US and NH Constitutions	1 Credit
Economics	½ Credit
Financial Literacy	½ Credit
Word History, Global Studies, or Geography	1 Credit
Health and Wellness Education	½ Credit
Physical Education	1 Credit
Open Electives	4 Credits
Total	20 Credits

LIN-WOOD DIPLOMA GRADUATION CREDIT REQUIREMENTS

English(English 9, 10, 11, & 12)	4 Credits
Mathematics (Integrated Math I, II, & II, Math Elective)	4 Credits
Science (Life Science-Biology, Physical Science-Chemistry, Earth Science-Physics)	3 Credits
Social Studies (World History, Govt. and Constitution of US & NH, US & NH History, Civics, Economics)	4 Credits
Programming and Portfolio (Digital Literacy)	½ Credit
Physical Education	1 ½ Credits
Visual & Performing Arts	1 Credit
Logic and Rhetoric	½ Credit
Personal Finance	½ Credit
Health and Wellness	½ Credit
Open Electives	4 ½ Credits
Total	24 Credits

40 Hours of Community Service are required for all High School students prior to graduation.

Code of Conduct

School-Wide Expectations

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

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

Problem Behavior (Abbreviation)	Definition
Abusive language/ Inappropriate language/Profanity (Inapp. lang.)	Verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Alcohol	Student is in possession of or is consuming alcohol.
Arson*	Student plans and/or participates in malicious burning of property.
Bomb threat/False alarm (Bomb)*	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles (Combust.)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/ Disrespect/Lying Insubordination/ Non-compliance (Disrespect)	Refusal to follow directions, talking back and/or socially rude interactions.
Disruption (Disrupt.)	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. Includes all school functions
Dress code violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the School/District.
Failure to demonstrate academic integrity	See Academic Integrity Standards on following pages.
Fighting/Physical aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) Includes rough play.
Forgery/Theft (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.

Harassment/ Tease/Taunt	Student delivers disrespectful messages (verbal, gestural or electronic) to another person that include threats and intimidation; obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/ or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Drugs	Student is in possession of or is using illegal drugs/ substances or imitations.
Property Damage	Student deliberately impairs the usefulness of property. Includes books, uniforms and such.
Skip class/ Truancy (Skip)	Student leaves class/school without permission or stays out of class/school without permission. Also includes assigned after-school activities – including detention.
Tardy	Student is late to class or the start-up of the school day.
Tobacco/E-cigarettes/ Vaping devices	Student is in possession of or is using tobacco, e-cigarettes, or vaping. (See NH RSA 126-K:7)
Vandalism/ Property damage (Vandal)	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons*	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

*Ten-day suspension and a recommendation for Expulsion.

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

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

Academic Integrity

Please see policy IKL.

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

Academic Integrity Standards

Standard 1: The community affirms that students' academic performance is the direct result of their individual effort, teacher-sanctioned group collaboration, or any other assigned work in which students can identify their original contribution and effort.

Standard 2: Students will use appropriate attribution and citation for all work that is not of their own origination.

Standard 3: Teachers will publish and discuss testing protocols for their classes at the beginning of the school year.

Standard 4: Students will submit essays, reports or assignments that are original; and that have not been submitted previously.

Standard 5: Teachers will return corrected or reviewed essays, reports, or assignments in a timely manner.

- **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
- **Improper Use of AI Tools:** Improper use of generative artificial intelligence ("AI") tools (e.g., ChatGPT, Google Bard, Harvey.AI, Gemini, Copilot, etc.) is use which is inconsistent with the purpose, spirit, or specific instructions for assigned school work or homework. **Students may only use AI tools in accordance with Board policy EHAG, the teacher's, or activity supervisor's, specific instructions or pre-existing class, or school guidelines.** When use is permitted, students must state their use of the AI tools and, where applicable, find a legitimate, independent source to cite information. Teachers will provide general instructions related to the acceptable use of AI tools, but students are expected to obtain clarification from the teacher if they are uncertain of whether and how AI tools may be used on any given assignment.
- **Plagiarism:** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.
- **Academic Misrepresentation:** Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.
- **Academic Collusion:** Academic collusion is the sharing of tests or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
- **Dishonesty in Papers or Other Academic Work:** Dishonesty in papers or other academic work occurs when one submits work prepared by a writing service, an AI tool, or any other person. All work submitted for a course must be the student's own original work unless the sources are cited, or are otherwise in compliance with the teacher's instructions, or school or District guidelines.
- **Self-Plagiarism (Work Done for One Course and Submitted in Another):** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
- **Unfair Academic Advantage:** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
- **Falsifying Academic Records:** The act of changing, deleting, submitting and/or any other alteration of grades, progress reports, report cards and transcripts without approval by a teacher or designated staff.
- **Other Academic Dishonesty:** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing

calculator, smartphones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

Code of Conduct – Classroom Disruption to Learning K-12

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

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

2nd Step – Teacher will have a more detailed discussion with the student as to why they are disrupting the class and specify detailed directions about the expected classroom behavior. Teacher will address behavioral strategies to support classroom behavior with the student. Teacher will contact parents to ask for assistance in helping their child understand positive behavior. 3rd Step – Teacher will inform the student that they have reached the Third Step of the Classroom Conduct Code and parents will be contacted. A parent/teacher conference will be scheduled to discuss a more in-depth review of positive behavior interventions and a behavioral plan to support the student will be developed.

Administrative Procedures

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

General Rules, Regulations, and Notices

Arrival and Departure

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

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

Junior and Senior Class Lunch Release

Juniors and Seniors who are at least 16 years of age may enjoy a "Junior and Senior Class Lunch Release." The guidelines are:

Student must be 16 or older before lunch release is granted.

Signed copy of release must be turned into the main office.

We will be allowing out-of-school release only during the lunch period. **Students will not be able to take release during advisory.** All juniors who meet the necessary criteria will be eligible for release after interims are issued.

Students who do not meet the academic criteria when report cards are issued may regain their release eligibility at the interim. All other extra-curricular eligibility standards will be followed.

1. Release is allowed during the lunch period.
2. Parental permission is required.
3. You must have an 85 or above in all classes.
4. An acceptable tardy/absentee/and behavior record is required.
5. If a student is tardy to school he/she will lose the lunch release for the day.
6. Each student must sign in and out rather than asking someone to do it for them.
7. The privilege may be removed when tardiness, absenteeism, behavior problem, failure to sign-out or sign-in, or grade declines occur. Mismanagement will result in removal of this privilege for one week. Further mismanagement will result in larger periods of removal as determined by administrator.

Principal Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

Attendance

Attendance, Absences, and Excuse Notes

Please see policy JH.

Parents/Guardians are required to notify the front office of their child's assigned school by email or telephone before 9:00 AM on the day of their child's absence to assure the safety of their child. School officials reserve the right to contact parents/guardians if they have not been in contact with the School. A comprehensive system of attendance records will be maintained for each student. This is used to determine the student's formal attendance for the purpose of the NH State Register.

Notice for Excused tardies and absences must meet the following criteria.- (See sample note below.)

- a. Tardies to School: School must be notified on the day of the tardy stating the reason for the tardy. See reasons for Excused absences below.
- b. Absences from School: School must be notified on the day of the absence stating the reason for the absence. See reasons for Excused absences below.
- c. Excused absences per policy JH include:
 1. Illness
 2. Recovery from an accident
 3. Required court attendance
 4. Medical and dental appointments
 5. Death in the immediate family
 6. Observation or celebration of a bona fide religious holiday
 7. Such other good cause as may be acceptable to the Principal or permitted by lawAny absence not meeting the criteria for an Excused absence is considered Unexcused.
- d. Notifications to the school simply stating "_____ was absent or late on ____." are not sufficient to constitute an Excused absence or tardy. Notifications with no reason given will result in an Unexcused absence or tardy.

Sample Absent/Tardy Notification:

_____ was/will be absent/late on _____ due
to/because
Student's Full Name *Date of Absence/Tardiness*

Reason for Absence/Tardiness

- e. After attending a dental or medical appointment, please provide a note from the medical office.
- f. Parents are asked to complete an Extended Absence Release Form at least two weeks prior to a family vacation or other circumstance that will result in an extended absence (3 or more days). Once reviewed, a copy of the Form will be returned to parents, indicating if the extended absence has been approved by the administration as excused. Extended **Absence Release Forms are available from the main office and should be returned to the main office.**

NOTE:

A student who is absent during the day (due to illness, etc.) may not attend an after-school function as a participant or observer on school grounds unless given administrative approval.

Excessive Absences and Tardies

K-12 students are encouraged to be present each day for school and are discouraged from having excessive absences. Parents are responsible for ensuring their child's regular school attendance. Being absent and/or tardy from school on a regular basis significantly impacts the amount of time a student has to learn and work on skills that will serve as building blocks in future grades. Therefore, promotion to the next grade may be affected by excessive absences. Attendance totals are listed on the student's report card. For students in grades 9-12 who have excessive absences or tardies from a specific class, parents will be notified.

Absences: TEN (10) half days of Unexcused absence during a school year constitutes habitual truancy. Excessive Excused absences may also result in further action and have been shown to impact student academic and social growth.

- School-wide attendance will be taken daily at 7:45 AM. Classroom attendance is taken each period.
- A half-day absence is defined as missing more than 2 hours of instructional time and less than 3.5 hours of instructional time.
- Any absence of more than 3.5 hours of instructional time shall be considered a full-day absence.
- Middle/High School students who exceed a total of 3 absences per quarter may be encouraged to attend the after-school homework club.
- Middle/High School students who have excessive absences for the year (both Unexcused and/or Excused) may be required to participate in Summer Credit Recovery.

Tardy:

Late arrivals to school or class impacts student learning.

Excessive tardiness may result in parent contact, student meeting or (for students in grades 6-12) detention. Students may be referred to the Attendance Committee to determine if tardies are impacting school performance. If school performance is impacted by late arrivals additional interventions may be implemented.

SAU #68 Truancy Process:

Regular attendance is essential for academic progress. Truancy is defined as any unexcused absence from class or school. Under NH RSA 193:1 - All students of at least 6 years of age and under 18 are required to be enrolled in school.

Efforts to reduce truancy may include letters home reminding families of our truancy policy, student meetings, parent meetings, involvement of our School Resource Officer and local police department, or referrals to additional agencies for support including but not limited to the Division of Children, Youth, and Families (DCYF) or Juvenile Justice (DJJS).

Make-Up Work:

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

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

Announcements

Daily and weekly Announcements are sent by email and posted to the website.

Assignment of Students to Class or Grade

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

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

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

Breakfast/Hot Lunch

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

Free or Reduced Meals

A student may be eligible for free or reduced meals. The free and reduced meal forms are sent with student letters in August or can be picked up at the front office. Families should take advantage of this program if eligible. A parent or guardian must complete one of these forms each year in order to determine eligibility. Please mail or deliver completed forms to Lin-Wood Public School, Attn: MHS Counselor's Office, 72 Linwood Drive, Lincoln NH 03251. Please do not send completed forms to the school with students. **NOTE: Families receiving Free or Reduced Meals do not received free or reduced milk during snack.**

Care of School Property

Proper care of school property helps keep maintenance costs and local property taxes down. School buildings, grounds, and equipment (furniture, lockers, books, classroom supplies, electronics, etc.) should be used for their intended purposes only and not intentionally marked or damaged. Anyone who destroys or damages school property will be required to pay for the loss or damage and may be suspended or expelled from school. Report card, transcript, and/or diploma will be withheld by the school until all financial accounts are fully settled.

Cell Phones and Other Personal Communication Devices – Students

Per NH State statute, student cell phones and other personal electronic communications devices are strictly prohibited at schools from when the first bell rings until the dismissal bell rings at the end of the academic school day. Please refer to Board policy JICJ (under development as of 07/23/2025) for additional information and exceptions.

Change of Address, Phone Number, and Email Addresses

K-12 students and their parents/guardians are reminded that they **must** notify the Middle/High School Counselor's office of any change in their residential address. This includes moves between Lincoln and Woodstock, as the District must report each student's town of fiscal responsibility to the State. Families are encouraged to contact the office regarding any change in address, phone number, email address, emergency contact information, name change, etc. as soon as they occur.

Dismissal for Illness

If a student is ill, they **must** see the school nurse before being dismissed.

Please refer to policy JLCG.

Electronic Devices - District-Owned

Students are not allowed to connect personal external devices (thumb drives, external drives, etc.) to District electronic devices including laptops, desktops, Chromebooks, tablets, etc. Students are not allowed to have drinks or food while working on or around District electronic devices. Failure to comply will result in disciplinary action. Electronic devices at Lin-Wood are not for personal use. They are only available for educational research and reports. Personalizing and installing programs other than those installed by the District is forbidden. Playing noneducational games or any online games not approved by the Technology Coordinator is not allowed. Access to District Electronic Devices can be revoked by the Administration or Technology Coordinator at any time if there is evidence of inappropriate usage. Students and their parents/guardians are financially responsible for damage or misuse of District electronic devices, whether at school or taken home.

Emergency Closing of School and/or Delayed Opening

During inclement weather or other emergencies that threaten the health or safety of students or personnel, there may be a delayed opening, early dismissal, or cancellation of the entire school day. An announcement shall be broadcast on WMUR. Parents/guardians will be notified by a school-wide announcement vial All-Call. In the case of a two-hour delay bus transportation will run two hours later than usual. **NOTE: It is important that all contact information for students and parents/ guardians be up-to-date within District systems.**

Field Trips

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

Foreign Exchange Students

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

Gym, Multipurpose Room, and Stage Use

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

Homework

Middle School Homework

Students typically receive homework three to five nights a week in each subject. Homework should follow the general rule of 10 minutes per grade level (i.e. Grade 6 x 10 minutes = 60 minutes). In addition, students are expected to read independently 15 minutes per night. Assignments must be submitted on their due dates.

High School Homework

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

Immunizations/Physical Exam

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

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

Lockers

Lin-Wood Public School and the student maintain joint control over the locker assigned to him/her. The student is responsible to see that his/ her locker is locked and in order at all times. A student is to use only his/ her assigned locker. A locker cannot be changed without permission. A student should not tamper with another's locker or give his/her combination to another. Money and valuables should **NEVER** be stored in a locker; the school is **NOT** responsible for lost or stolen articles. In the event of reasonable suspicion of a violation, school officials have the

right to inspect student lockers. Students have no “Expectation of Privacy” in regard to lockers and desks. Each student’s locker number and combination will be recorded.

Lost and Found

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

Moving/Leaving/Transferring from Lin-Wood Public School

Students must have the following completed before transferring:

- Student Transfer Form (located in the Main office)

Students must return all books, electronics, and school supplies to the appropriate teacher.

Parent/Teacher Conferences

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

Parent Volunteers

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

Pledge of Allegiance

NH RSA 194:15-c New Hampshire School Patriot Act requires that school districts authorize a period of time during the school day for the recitation of the Pledge of Allegiance. Student participation in the recitation of the Pledge of Allegiance shall be voluntary.

Records

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

Retention

Whenever possible, parents/guardians of students in grades K-5 will be notified of retention on or before June 1st of each year. Parents/ Guardians of students in grades 6-12 will receive a letter after the third marking period if there is a possibility of retention. If an 8th grade student fails two or more classes, the student will not be eligible to participate in Continuation. For 8th Grade Continuation – two specials will equal one year-long class. Students in grades 6-8 who have failed classes and are assigned to the next grade must successfully complete Summer School. Per Board policy the Superintendent and Principal will make the determination about retention and promotion. Please see policies IKE and IKE-R.

Science Labs/Chemical Hygiene

All students will perform lab safety training and sign a contract prior to participating in any lab activity.

School Nurse Screenings etc.

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

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

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

Sign In and Out

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

Telephone Calls and Use of

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

Textbooks and Materials

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

Tutoring

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

Visitors/Parents/Guardians

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

Wheeled Recreational Devices

For safety purposes students' wheeled recreational devices including bicycles, skateboards, rollerblades, etc. must be walked in school parking lots and crosswalks. Wheeled recreational devices may not be used during the school day and must be stored appropriately.

Services

School Counselor Services

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

Library/Media Services

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

Student Services

Special Education

The Lincoln-Woodstock Cooperative School District supports students with disabilities in our school community from ages 3-22 years. The District ensures, under State and Federal laws, that students with educational disabilities

receive a “free appropriate public education” meaning they have access to specialized instruction, appropriate accommodations/modifications, related services, and are educated within the least restrictive environment with peers who do not have disabilities as outlined within an Individualized Education Program (IEP). **Section 504 of the Rehabilitation Act of 1973 (“Section 504”)**

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

Programs and Organizations

National Honor Society Selection Criteria Osceola Chapter: Lin-Wood Public School

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

Leadership

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

- Is resourceful in identifying new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideas and spirit
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility
- Conducts business effectively and efficiently
- Demonstrates reliability and dependability
- Is a leader in the classroom, at work, or in other school or community activities
- Is dependable in any responsibility accepted

Service

The student who serves:

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

Character

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

A person of character demonstrates the following six qualities:

trustworthiness, respect, responsibility, fairness, caring and citizenship. The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (e.g. cheerfulness, friendliness, poise, stability)
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern and respect for others
- Observes instructions and rules, is punctual and faithful both inside and outside of the classroom
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing an unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment
- Faculty members who teach students in grades 9-12 are given a faculty memorandum regarding National Honor Society Selection. The memorandum lists academically eligible candidates as well as character, leadership, and service criteria necessary for selection. Faculty members are invited to make comments on the overall eligibility of the various candidates on the Faculty Comment sheet.
- The Student Activity Information Form and the Faculty Comment Sheets are reviewed by the Faculty Council. The Faculty Council discusses the eligibility of each candidate based on the leadership, service, and character criteria. Candidates receiving a majority vote of the Faculty Council will be inducted into the Osceola Chapter.
- Candidates will be notified in writing by chapter advisor as to whether or not they are selected for the National Honor Society.
- Candidates become members when they take the oath.
- A student who resigns or is dismissed from the National Honor Society will never again be eligible for membership or its benefits.
- Honorary membership may be granted by the Faculty Council to adults who have extended outstanding service to Lin-Wood in keeping with the purposes of the National Honor Society.
- The Faculty Council may also honor an outstanding student who has a handicap which prevents the student from fully meeting the requirements for membership.

Other students are not eligible for honorary membership, with the exception of foreign exchange students who are unable to meet the requirements in full, but who, in the opinion of the Faculty Council, deserve the honor.

- Candidates who are not selected but who remain academically eligible may have the opportunity to complete a Student Activity Information Form at the next selection period.
- The Principal may ask the Faculty Council to reconvene if he/she believes that some kind of technical or procedural mistake has been made.

Student Council

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

High School Student Council Dances

1. Only students in grades 9-12 will be admitted to the dance. Juniors and seniors may bring as a guest any one person who is not a Lin-Wood student with one (1) week advance request to the administration. Permission is given at the administration’s discretion.
2. If a student comes to the dance having consumed any alcoholic beverages or drugs, the police will be contacted to ensure a pupil’s safe transport home, and at the same time his/her parent/guardian will be contacted. A strong aroma of alcohol or drugs on a person will be reason enough to contact the police and the parent/guardian.
3. Students must remain inside the building until they are ready to leave the dance venue. They may not go outside of the building and then come back into the dance. When a student leaves the dance, he/she must also leave the venue property.
4. All school rules are in effect during all dances.
5. At each dance, the time for door-closing will be one hour after opening and no one will be allowed to enter after that designated time, unless prior approval has been obtained from an administrator.

Extracurricular

Student Eligibility

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

New Hampshire Interscholastic Athletic Association (NHIAA) Academic Eligibility Requirements

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

NHIAA Scholastic Standing

No pupil who has failed to pass four (4) units of work during the school’s previous grading period shall represent the school in any interscholastic contest. A minimum of four (4) units of work per grading period is required for participation in interscholastic athletics. Schools utilizing alternative scheduling formats like block scheduling or trimesters should calculate and equate their system to meet the intent of passing four (4) units of work in a traditional format (i.e. in a 4 x 4 block program the student would need to pass a minimum of two (2) subjects to meet the standard). Recognizing that schools are increasingly moving away from the Carnegie Unit/seat time hours for instruction and grading, it is expected that the school Principal will follow the intent of the By-Law when certifying academic eligibility for student-athletes. For example, a student could meet this requirement through a virtual school, off-site real-world learning, online classes, etc. as long as the school officially recognizes and certifies the activities to be academically legitimate and part of the School’s educational program.

NHIAA Eligibility Definitions:

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

NHIAA Code of Ethics for Spectators

1. Exemplify the highest moral character, behavior, and leadership so as to be a worthy example.
2. Maintain and exhibit poise, self-discipline, and restraint during and after the contest.
3. Conduct oneself in such a manner that attention is not drawn to an individual but to the participants playing the game.
4. Regulate one's actions at all times so that the individual will be a credit to the team supported, knowing that the school gets the praise or blame for the individual's conduct since he/she represents his/her school the same as does the athlete.
5. Support all reasonable moves to improve good sportsmanship.
6. Treat the visiting team and spectators as guests, being courteous and fair.
7. Avoid actions which will offend the individual athlete.
8. Accept the judgment of the coach.
9. Honor rights of visitors in a manner the individual would expect to be treated.
10. Respect the property of the school.
11. Display good sportsmanship by being modest in victory and gracious in defeat.
12. Pay respect to both teams as they enter for competition.
13. Appreciate the good plays by both teams.
14. Show sympathy for an injured player.
15. Regard officials as guests and treat them as such.
16. Direct energy to encouraging home team rather than booing officials.
17. Believe that the officials are fair and accept their decisions as final.
18. Learn the rules of the game in order to try and be a more intelligent fan.
19. Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
20. Realize that privileges are invariably associated with great responsibilities and that spectators have great responsibilities.

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

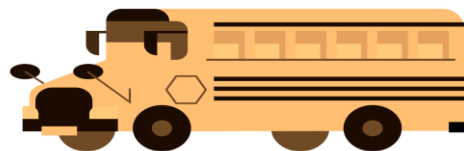
The ideals of good sportsmanship, ethical behavior, and integrity permeate our culture. The values of good citizenship and high behavioral standards apply equally to all activity disciplines. In perception and practice, good sportsmanship shall be defined as those qualities of behavior which are characterized by generosity and genuine concern for others. An awareness is expected of the impact of an individual's influence on the behavior of others. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity.

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

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

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

K-5 Elementary Supplement



Welcome to Lin-Wood Elementary School!

Lin-Wood Elementary is an inclusive group of learners. As a faculty we follow the Responsive Classroom principles and practices:

"The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create a safe, joyful, and engaging classroom and school community. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs."

-responsiveclassroom.org

SCHOOL HOURS:

The Morning: The school day begins at 7:45 AM. Elementary students who do not ride the bus will be admitted to the building at 7:30 AM. Parents/guardians who drive or walk with their children must remain with their children until they are admitted through the front door.

The Afternoon: Elementary students begin the release process at 2:25 PM. Parents/Guardians are asked to pick up their child(ren) promptly outside the main door of the school. **Please, no parking in the fire lane in front of the Elementary School until 2:10 PM.** Parents who walk to school to gather their child(ren) may meet them in the front of the building. All students must leave school grounds upon dismissal unless taking part in a school-sponsored and supervised after-school activity. Adult supervision is not provided after school for childcare. Children are only allowed to return to school grounds after 3:00 PM. Students are not allowed to wait on the playground for parents/guardians who are meeting with teachers.

Change in schedule: Please contact the Elementary School office/ Administrative Assistant in the morning if there is to be a change in afternoon destination.

MEALS:

Breakfast: Breakfast is available to all elementary school students. **Lunch:** The elementary school children eat lunch daily and a hot lunch is available as is fresh low-fat milk, both chocolate and regular. *A link to all menus can be found on the school website: www.lin-wood.org/departments/food-service*

Fresh Fruits and Vegetables: Through a Federal grant we are able to offer a variety of fresh fruit and vegetable snacks to the students two days a week.

Free or Reduced Meals: A student may be eligible for free or reduced meals. The free and reduced meal forms are sent with student letters in August or can be picked up at the front office. Families should take advantage of this program, if eligible. A parent or guardian must complete one of these forms each year in order to determine eligibility. Please mail or deliver completed forms to Lin-Wood Public School, Attn: MHS Counselor's Office, 72 Linwood Drive, Lincoln NH 03251. Please do not send completed forms to the school with students. **NOTE: Families receiving Free or Reduced Meals do not received free or reduced milk during snack.**

A La Carte:

A la carte food items, or incomplete, non-reimbursable meals, additional milk, etc. will not be allowed to be purchased if a student has a negative food service account balance. Please see policy EF-R.

RECESS:

In addition to a diverse and rigorous physical education program, students at Lin-Wood are actively engaged in outdoor recess daily, weather permitting. The students are expected to play outside as long as it is not actively raining, there is no thunder and/or lightning, and the temperature is above ten degrees (this includes the wind-chill factor). Students are asked to dress appropriately for weather conditions.

Playground Expectations

Outdoor Appropriate Clothing

Above 55 Degrees: Students may wear what they are comfortable in.

40-55 Degrees: Students are encouraged to wear a coat or sweatshirt with a minimum of two layers.

20-40 Degrees: Students must have a fall/winter coat. A hat, headband or earmuffs, and gloves or mittens are encouraged. Students may take them off if too hot. (No shorts.)

Below 20 Degrees: Students must wear a winter coat; hat and gloves or mittens should be available if students desire them. May keep them in their pockets. (No shorts.)

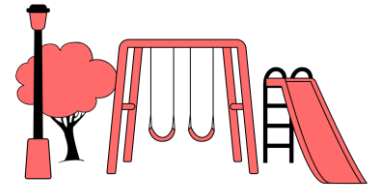
Snow on the Ground: Boots for outside and shoes for inside are expected. If your child will be playing in the snow (sledding, building snowmen, etc.), snow pants are also required. Students without boots will only be allowed on the pavement.

These are guidelines based on the weather conditions and may be adjusted based on weather factors such as wind speed, snow conditions, ice, etc... If students are regularly unprepared for recess conditions parents will be notified.



General Playground Rules

1. Watch out for and think of others.
2. Play tag & all chase games only on the grass.
3. All playground equipment must be used only as intended with safety in mind.



HOMEWORK

Homework is a constructive tool in the teaching/learning process. When properly utilized, it has the potential to enhance student achievement, promote positive attitudes towards learning, develop effective study habits and skills, and foster individual responsibility and creativity. The primary purpose of homework varies by grade level (elementary, middle, and high school) as do the associated procedures for its assignment and grading. Students, parents, teachers and administrators all have responsibilities when it comes to the effective use of homework as an educational tool.

SCHOOL WIDE EXPECTATIONS – CONDUCT:

Code of Conduct

This school is a community for learning, and only behavior that allows for the flourishing of the community will be accepted. We ask that students practice four school-wide expectations – **Be Prepared, Be Respectful, Be Responsible, and Be Safe**. Activities that endanger others or that detract from the learning process are not acceptable.

Code of Conduct – Classroom Disruption to Learning

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

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

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

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

Change of Address or Phone Number

Students and parents/guardians are reminded that they should notify the **School Counselor's Office in the Middle/High School Building** of any changes in mailing address, resident address, phone numbers, emergency contact people, name changes, etc. as soon as they occur. This way, we can get it updated on our computer system.

Lost and Found

Elementary Lost and Found is located in the main front hallway, near the multi-purpose room. Lost and Found will be disposed of at the end of each marking term. For items misplaced at the Middle/High School building - Lost and Found is in the Middle/High School multi-purpose room. (Please refer to Middle/High School Lost and Found for more information.)

Parent Volunteers

Volunteers are welcome at Lin-Wood! From extra eyes on the playground and lunch helpers to classroom readers and clerical help as well as field trip and winter activities chaperones! Anyone interested should stop by the SAU office to complete the necessary paperwork including a Criminal Records Check per policy GBCD. Criminal Records Checks must be completed at least one month prior to the planned volunteer/chaperone activity.

Report Cards

Report cards are distributed to all students in grades K-5 at the end of every quarter (Refer to Calendar). Report cards are distributed electronically through the student information system (ALMA). Paper copies of report cards are available upon request.

Report cards for students in grades K-3 are competency-based and linked to State standards. Report cards for students in grades 4 and 5 are grade-based and linked to State standards. Parents and guardians should bear in mind that learning is a progression and many skills and concepts are introduced and reinforced throughout the

child's academic career. Competency assessment scores at the close of a term are just a snapshot of learning progression. It is always encouraged to meet with your child's teacher to discuss any questions or concerns regarding your child's progress.

Request for a Specific Teacher

Requests for a specific teacher will be taken into consideration, but there is no guarantee such requests will be fulfilled. The needs of all students, including their personalities and learning styles, will be considered as the District creates balanced classrooms that promote an optimal learning environment. If you feel the District needs additional information that would be helpful for your child's learning next year, please feel free to discuss this with your child's current teacher. Written requests can be submitted to the Director of Elementary Education prior to May 1st.

Toys

Students are encouraged to leave toys, games, dolls, stuffed animals, etc. at home. Students need permission from their teacher to bring items from home to school on special occasions.

Wheeled Recreational Devices

For safety purposes students' wheeled recreational devices including bicycles, skateboards, rollerblades, etc. must be walked in school parking lots and crosswalks. Wheel recreational devices must be stored on bicycle racks and may not be used during the school day.

Winter Activities Program

The Lin-Wood Winter Activities Program has been developed to provide winter outdoor activities for all students from Kindergarten through 5th grade. Since this program is a part of the curriculum, participation is mandatory for students in grades K-5.

Anti-Harassment Policy for Elementary School Students Please see policy JBAA-R2.

At The Lincoln-Woodstock Cooperative School District We Believe That:

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

Harassment is Wrong

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

- Afraid
- Upset
- Angry
- Unsafe
- Embarrassed
- Uncomfortable

Harassment is:

- Not wanted
- Not asked for
- Not welcomed

Harassment includes words or conduct involving:

- **Gender**
- **Race** (White-American, Asian, African-American, for example)

- **Religion** (such as Protestant, Catholic, Jewish for example)
- The **color** of your skin
- What **country** you or your family come from (Ireland, France, or Nigeria, for example) and whether you speak English at home
- A **disability** or handicap (if you have an illness or condition that makes it hard to walk or participate in certain activities, or if it is hard to think and talk like other students, for example)
- **Age** (whether you are 6 or 9 years old, for example)

Some Kinds of Harassment are:

- Teasing and name calling.
- Dirty jokes or talk.
- Rude signs.
- Offensive pictures, drawings or language.
- Offensive writing, notes or messages.
- Inappropriate touching, particularly of private body parts.
- Putting people down because of their gender, family background, religion, or disability.

A Happy School is Harassment Free

You can be kind and thoughtful and respect others by:

- Greeting people with a smile.
- Saying nice things to others.
- Including people in games and activities.
- Being aware of how your behavior affects others.
- Changing your behavior when it is upsetting someone.
- Getting to know people and making them feel welcome

If You are Being Harassed:

TALK TO THE PERSON WHO IS HARASSING YOU:

- Stand up for yourself.
- Take a friend with you if that makes you feel more comfortable.
- Tell the person you don't like whatever it is he/she is doing and that you want it to stop.
- Tell the person he/she is breaking the school rules.

TALK TO ADULTS:

- Go to any teacher and tell him/her what is happening.
- Go to the Principal or School Counselor.
- Go to a parent or other adult for help with talking to the school.
- Tell everything about what happened.
- Remember that a school rule is being broken.
- Understand that the Principal or School Counselor will decide what action to take.
- Know that there are people outside of the school that can help you.

Harassment is Serious

At this school the staff will:

- Listen when you tell.
- Let you know that telling is a sensible thing to do.

- Work out the best way to handle the situation.
- Keep the matter as quiet as possible.
- Protect you from anyone that bothers or threatens you for talking about it.
- Consequences will be given to people who do or say things that are wrong.

Then what happens?

- The Principal or School Counselor will talk or meet with you to find out what happened.
- He or she may talk to whoever else is involved, including the person who is bothering you.
- He or she will write a report.
- After that, the person who broke school rules may receive consequences or the school will do something else to make you feel more comfortable at school.
- They will try to do this all within 10 days, but it could take longer. The Superintendent is someone to talk to, if you/your parent/your guardian are not satisfied with the outcome. Also you/your parent/your guardian could contact:

The Office of Civil Rights
US Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
TDD: (800) 877-8339

Policies

AB: NEW HAMPSHIRE PARENTAL BILL OF RIGHTS

A. New Hampshire Parental Bill of Rights

- I. All parental rights are reserved to the parents and/or guardians of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:
 1. To direct the upbringing and the moral or religious training.
 2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
 3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
 4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
 5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
 6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
 7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).
 8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).
 9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
 10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.
 11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
 12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
 13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
 14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
 15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
 16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.

17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.
18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.
19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent cause a **complete copy of Section A** (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and
3. Each year in every student and employee handbook.

AC: NONDISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT, AND ANTI-DISCRIMINATION PLAN

A. INTRODUCTION AND GENERAL POLICY AGAINST DISCRIMINATION AND HARASSMENT

The District recognizes the right of all students and staff members to learn and work in an environment free from discrimination or harassment, and likewise, that persons participating or attempting to participate in District programs, employment or activities have the right to do so free from discrimination or harassment.

Accordingly, the District prohibits any type of unlawful harassment or discrimination based on age, race, color, religion, creed, sex, national or ethnic origin, gender identity, sexual orientation, marital status, familial status, physical or mental disability, pregnancy, genetic information, or veteran status by employees, students, members of the school community, or by vendors or visitors on school property or at school-sponsored events. No person shall be excluded from or denied the benefits of educational programs or activities on the basis of any of the above classes or economic status.

As described above, the blanket prohibition afforded under this policy, as well as other Board policies, reflects, but goes further than, some of the same protections afforded under multiple State and Federal statutes or regulations, such as, but not limited to, NH RSA 354-A, and NH RSA 193:38-39, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1972, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of

1967, and the Pregnant Worker Fairness Act. Additionally, bullying or general harassment of students unrelated to any of the characteristics ("protected classes") identified above, is further prohibited under Board policy JICK and RSA 193-F. Statutory and regulatory statements and notices of nondiscrimination are included in Section I of this policy.

The District has determined that the most effective way to limit harassing or discriminating statements or conduct that is illegal or unlawful under those statutes is to treat it as misconduct under Board policies even when such conduct or statements might not rise to the level of discrimination or harassment prohibited under federal or state law.

B. DEFINITIONS

The definitions found here apply to each Board policy unless and to the extent that such definition is contrary to specific language or context of that policy or other legal authority.

"Days" means calendar days, but excludes 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).

"Discrimination" is conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

A *"Grievance"* or *"Complaint"* is a verbal or written report or complaint of discrimination, harassment, or retaliation that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination. The required form and the specific process for making a report may vary depending on the nature of the conduct or issue. See Section D, below, for further information.

"Harassment" generally refers to the use of words or engaging in behaviors that annoy, threaten, intimidate, or demean a person without a legitimate purpose. Harassment will often constitute bullying prohibited under Board policy JICK. Additionally, harassment may constitute illegal discrimination if the harassing statements or behaviors include explicit or implicit reference to age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by state or federal law, or District policies, procedures, regulations or rules, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing, or appeal under such policies, procedures, etc.

C. POLICY APPLICATION

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

D. REPORT, COMPLAINT, GRIEVANCE PROCEDURES AND CONSEQUENCES

1. Reports and complaints.

- Reports or complaints of sex discrimination, including sex-based harassment, or sexual violence should be made under Board policy ACAC;
- Reports or complaints by students of discrimination on the basis of educational disability under the IDEA should be made under Board policy ACE;
- Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK;
- Reports or complaints of discrimination, harassment, or retaliation not specified above, including, without limitation, claims relating to race, ethnicity, disability (e.g., ADA or 504), religion, access to the Boy Scouts of America or other Title 36 youth group listed in Title 36, Subtitle II, Part B of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21, and not involving or relating to the District's food services (see D.1.e below) should be made under the grievance procedure in Board policy ACA; ~~and~~
- Reports or complaints of discrimination based upon protected classes relative to any of the District's food and nutrition services (FNS) programs (school lunches, etc.) should be made under Board policy ACF, unless the alleged discriminatory conduct relates to a class identified in Sections D.1.a or D.1.b. above; and
- Complaints or reports regarding matters not covered in policies listed in D.1.a-e should be made to the District Human Rights Officer.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer or as provided in one of the policies or administrative procedures referenced above under this same heading. Additionally, employees who observe an incident of harassment, discrimination, or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so.

2. Grievance Procedures.

Grievance procedures and investigations of any complaints shall be according to the policies listed above and related administrative procedures or regulations.

3. Consequences and Remedies.

Employees who violate this policy, including the failure to report or intervene as described in Section D.1, above, will be disciplined, up to and including employment termination.

Students who violate this policy will be disciplined in accordance with applicable policies, Codes of Conduct, or school/classroom rules and regulations. Patrons, contractors, visitors, or other who violate this policy may be prohibited from District property or otherwise restricted while on District property subject to applicable law. See also Board policy KFA. The Superintendent, Human Rights Officer, Building Principal, or designees will contact law enforcement or seek court order to enforce this policy when necessary or when actions may constitute criminal behavior.

ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES

At any time, whether or not an individual files a complaint or report under this policy or policy ACA, an individual may file a complaint with an external agency, such as the Office for Civil Rights ("OCR") of the United States Department of Education, the New Hampshire Commission for Human Rights, or another relevant authority. The contact information for such agencies is located in AC-R2. Complaints to the OCR, however, must be made within 180 days of the last act of alleged discrimination, harassment or retaliation giving rise to the complaint or from the date the Complainant could reasonably become aware of such

occurrence.

Notwithstanding any other remedy, any person may contact the police or pursue criminal prosecution under state or federal criminal law.

E. RETALIATION PROHIBITED

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or making statements in the course of an investigation or grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of an investigation, a disciplinary proceeding, or grievance proceeding does not constitute retaliation, provided, however, that a finding explicitly or implicitly negating a statement, alone, is not sufficient alone to conclude that the person made a materially false statement in bad faith.

F. HUMAN RIGHTS OFFICER, TITLE IX AND 504/ADA COORDINATORS

The Superintendent shall assure that District and/or building personnel are assigned to the positions listed below. Each year, and more often when personnel change, the Superintendent shall prepare and disseminate as a supplement to this policy AC-R2 an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, and postal and physical addresses:

Human Rights Officer

Title IX Coordinator

504/ADA Coordinator

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

U.S. Department of Education, Office of Civil Rights
U.S. Department of Agriculture, Office of Civil Rights
N.H. Human Rights Commission
N.H. Department of Justice, Civil Rights Unit
N.H. Department of Education, Commissioner of Education

G. DISTRICT ANTI-DISCRIMINATION PLAN

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

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

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

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

H. STATUTORY AND REGULATORY NONDISCRIMINATION STATEMENTS AND NOTICES

1. Comprehensive **Prohibition Against Discrimination in Educational Programs and Activities.**
Under State or Federal 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. As used in this section, "race" means immutable traits associated with race, including hair texture and protective hairstyles and "protective hairstyles" means hairstyles or hair type, including braids, locs, tight coils or curls, cornrows, Bantu knots, Afros, twists, and headwraps. Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person's creed, is prohibited.

Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

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

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

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

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

3. USDA Nondiscrimination Statement.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: www.usda.gov/sites/default/files/documents/ad-3027.pdf from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax: (833) 256-1665 or (202) 690-7442; or

Email: Program.Intake@usda.gov

I. COLLABORATION WITH OUTSIDE AGENCIES

Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The District will disclose information to the District's attorney, law enforcement, and others when necessary to enforce this policy or when required by law. In implementing this policy, the District will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The District will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with Board policy, state and federal laws, and as advised by the District's attorney.

J. ADDITIONAL REPORTING REQUIREMENTS

Reports under this Policy are in addition to and do not replace other reporting requirements mandated by law or other policies - see, e.g., Educator Code of Conduct (see Board policy GBEAB), abuse or neglect of children (see RSA 169-C:29 and policy JLF), acts of "theft, destruction, or violence" (see RSA 193-D:4, I (a) and Ed 317.06), incidents of "bullying" (see RSA 193-F and policy JICK), and hazing (see RSA 671:7).

K. ADMINISTRATIVE PROCEDURES, REGULATIONS AND TRAINING PROGRAMS

The Superintendent shall develop such other procedures and regulations, and shall ensure that training programs are provided as are necessary and appropriate to implement this policy as well as the other policies referenced above.

L. NOTICE OF COMPLIANCE

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

ACAC: PROHIBITION OF SEXUAL HARASSMENT: POLICY AND GRIEVANCE PROCEDURE

This policy and grievance procedure applies to all reports or complaints of sexual harassment, whether prohibited by Title IX ("Title IX sexual harassment") or sexual harassment prohibited/governed by other policies or state or federal laws ("Non-Title IX sexual harassment"). Definitions for both Title IX and Non-Title IX sexual harassment are found in Section II. C. of this policy.

Instructions for making a report of either form of sexual harassment are found in Section II. K, and instructions for making a "Formal Complaint" initiating the Title IX investigation and determination process are found in Section III. A. The "Title IX Grievance Process" (or sometimes simply the "Grievance Procedure") is Section III.

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

Per Board policy AC, Title IX of the Education Amendments Act of 1972 ("Title IX"), as well as RSA 193:38, among

others, the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District.

II. DEFINITIONS AND OTHER PROVISIONS APPLICABLE TO PROHIBITED SEXUAL HARASSMENT.

- A. **Prohibited Sexual Harassment.** Sexual harassment is a form of sex discrimination and is strictly prohibited by the District. Behaviors that will often constitute prohibited sexual harassment include:
1. Sexually suggestive remarks or jokes;
 2. Verbal harassment or abuse;
 3. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
 4. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
 5. Harassing or sexually suggestive or offensive messages that are written or transmitted electronically;
 6. Subtle or direct propositions for sexual favors or activities; or
 7. Touching of a sexual nature or groping will always constitute a violation of school policies, and such touching or groping that occurs without consent (i.e. sexual assault) will constitute sexual harassment prohibited under Title IX.

Such behaviors are prohibited and, depending on the context, the repetition, and/or the severity, may also violate one or more state or federal laws. The most severe, pervasive, and offensive of these behaviors are governed by Title IX. Less severe sexual harassment may still constitute a violation of this policy, Board policy AC and/or JICK, as well as one or more state or federal laws, such as: Title VII of the Civil Rights Act of 1964, RSA 193:38, RSA 354-A:1, -A:6 and -A:27. More detailed definitions of “Title IX sexual harassment” and other prohibited sexual harassment (“non-Title IX sexual harassment” are set out in the definitions section in II.C, below.

While **all reports of sexual harassment are to be processed in the first instance under Section II. K.1 of this Policy**, only formal complaints regarding alleged conduct that **could** constitute Title IX sexual harassment are subject to the Complaint and Grievance Procedure found in Section III, below. If the alleged conduct does not appear to meet - or has been determined under the Title IX Grievance Procedure of Section III not to meet - the definition of sexual harassment under Title IX, then the report will be investigated and processed in accordance with Board policy ACA.

B. Application of Policy.

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

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

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint

a District Title IX Coordinator as that position is described in Section II. C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-R2, which policy shall be updated and disseminated annually with the Title IX Coordinator's name as set forth in Board policy AC.

C. **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.

"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 this policy includes sexual harassment specifically prohibited and defined under regulations implementing Title IX ("Title IX sexual harassment") and other sexual harassment defined or governed by other policies, or state or federal laws ("non-Title IX Sexual Harassment").

The context and severity of behavior can make a difference between conduct prohibited under Title IX, and conduct of a sexual nature that violates Board policy and/or other statutes. The nature of the allegations will determine whether the allegations are to be processed under provisions relating to Title IX or under Board policy ACA. The Title IX Grievance Process found in Section III, below, will only be used upon the filing of a formal complaint (discussed in Sections II.K.3 and III.A. below).

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

"Title IX sexual harassment" is conduct on the basis of sex occurring in a school system, education program or activity that constitutes 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. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law; **OR**
3. 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. *(Note: conduct that meets some but not all the elements of this type of sexual harassment would not be Title IX sexual harassment, but, may, nonetheless, constitute Non-Title IX sexual harassment.)*)

Conduct that meets one or more of the above will not constitute Title IX sexual harassment 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. The same conduct, may, however, be addressed under policy ACA.

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 Title IX 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 Title IX sexual harassment within that program, may not be subject to this policy.

"Non-Title IX sexual harassment" prohibited under this policy, Board policies AC and ACA and one or more of Title VII of the Civil Rights Act of 1964, RSA 193:38, RSA 354-A:1, -A:6 or -A:27 is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature in the following situations:

- i. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits, a term of an employee or prospective employee's employment, or any other person's access to District programs or activities;
- ii. Submission to or rejection of such conduct is used as the basis for decisions on educational benefits, district employment, or access to programs or facilities; or
- iii. Such conduct has the purpose and effect of substantially interfering with a student's academic performance, an employee's work performance, any person's access to district programs or facilities, **OR** creates an intimidating, hostile or offensive learning or work environment.

"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

Supportive 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 and required in Section II.F, below.

D. Title IX Coordinator.

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment, whether the report concerns Title IX sexual harassment or Non-Title IX 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 Section II. E 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 Section II.H, 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.

E. Training.

All District employees shall receive regular training relative to mandatory reporting obligations under this policy (see also Board policy GBEAB), and any other responsibilities they may have relative to this Policy.

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

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

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

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

F. 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 (if allegations concern Title IX sexual harassment, or a formal complaint has been filed instituting the Title IX Grievance Process under Section III. A);
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 in this Section, the District shall keep confidential the identity of:

- i. Any individual who has made a report or complaint of sex discrimination;
- ii. Any individual who has made a report or filed a formal complaint of sexual harassment;
- iii. Any complainant;
- iv. Any individual who has been reported to be the perpetrator of sex discrimination;
- v. Any respondent; and
- vi. 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.

G. Retaliation Prohibited.

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

H. 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.

I. Dissemination and Notice.

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

1. the District's policy of non-discrimination 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-R2;
3. the complaint process;
4. how to file a complaint of sex discrimination or sexual harassment;
5. how the District will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

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

Additionally, the District will make this Policy, as well as any materials used to train personnel as required under Section II.E . *publicly available on the District's website.*

J. 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.

K. 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. K.3, and III.A., below.*

Any person may report sexual harassment whether relating to her/himself or another person. **However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator** of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

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

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

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

2. District Response to Report of Sexual Harassment.

The district will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant 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:

- a. discuss the availability of and offer supportive measures;
- b. consider the complainant's wishes with respect to supportive measures;
- c. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- d. 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 allegations of conduct that may constitute Title IX sexual harassment and a request that the District investigate the allegations is required before the District may conduct a formal investigation of Title IX sexual harassment or take any action (other than supportive measures) against a person accused of Title IX sexual harassment. **Once a formal complaint of Title IX sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Section III below. The process for filing a formal complaint is set forth in Section III.A.** If the alleged conduct does not appear to meet the definition of Title IX sexual harassment, **AND** no formal complaint is filed under Section III.A., then the matter may be processed under Board policy ACA.

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 Title IX sexual harassment, until the Title IX Grievance Process has been completed.

5. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student's IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process. The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

II. 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 Section III.A., below. The provisions of Sections I and II of this Policy are incorporated as part of the Title IX Grievance Process. *However, as used in this Section III, "sexual harassment" shall only refer to "Title IX sexual harassment" unless otherwise specifically indicated.* 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.

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

B. Initial Steps and Notice of Formal Complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in the District's code of conduct 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 Section III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Section III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different District or other employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility (initial decision maker). In all cases, the

investigator and the initial decision maker must be properly trained and otherwise qualified (see Section II.E “Training”, and Section II.H “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board Chair and the Business Administrator, the latter of whom shall have authority to seek guidance from the District’s general counsel, but shall not delay the District’s response to the report as outlined in this Policy.

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

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).
2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Section II.K.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.
7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.
 - 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 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. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.

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

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

E. Investigation.

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Section III.B.6.

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 Section 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;
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 Section 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 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.6.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C.7, 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, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
 - f. The District's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute Title IX 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 relative to Non-Title IX sexual harassment or otherwise under Board policy ACA, other applicable 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. (See discussions in Section II. and the definitions under "sexual harassment" in Section II.C).

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

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

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

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"), who must have adequate training as provided in Section II.E., be free from conflict of interest as provided in Section II.H, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.

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

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

3. In no event may the District offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
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ADC: PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS

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

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

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

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

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

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

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

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

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

B. Students

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

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

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who

may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

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

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

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

D. All other persons

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

E. Implementation and Notice – Administrative Rules and Procedures

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

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

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

BGAA: POLICY DEVELOPMENT, ADOPTION AND REVIEW

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction, and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts

policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students, and parents.

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

- A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.
- C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies and forming recommendations regarding the same for the Board.
- D. Procedures for Policy Development and Review.
 - 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 - 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
 - 3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.
 - 4. The Superintendent should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
 - 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
 - 6. The Policy Committee will provide report to the full Board a least six (6) times per year. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.
- E. Board Actions Required to Approve, Revise, or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
 - 1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
 - 2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).

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

F. Minor Revisions by Policy Committee.

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

G. Suspension or Waiver of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least five (5) days prior and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records, and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. All current Board policies shall be readily available, including on the School District's website, with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/student and employee handbooks.
3. The Superintendent will ensure that information about new Board policies and any Board policy revisions, repeals, or other changes is included in a timely manner on the District's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents).
4. The Superintendent shall ensure that copies of all policies deleted from the Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.

5. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

EBCB: FIRE DRILLS AND ALL HAZARD DRILLS

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

The purpose of such drills is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area inside or outside the building or to lockdown the building and shelter in place. The evacuation routes and procedures shall be developed in collaboration with the same agencies identified above for scheduling, and in accordance with the District's annual Crisis Prevention and Emergency Response Plan. Records of such drills shall be kept in accordance with that Plan and Board policies EH and EHB.

ECAF: AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

General Authorization.

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

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

Notification.

This policy constitutes notification that audio and video recordings may be made on school buses used in the district. See also Board policy JICK - Pupil Safety and Violence Prevention.

The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student-Parent Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings.

The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without

audio may be used, retained or destroyed as provided in Board policy EEAA.

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

- Superintendent or designee
- Investigators or attorneys retained by district
- Business Administrator
- Building Administrator
- Law Enforcement Officers
- Transportation Coordinator
- Transportation Contractor Official
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

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

Student Records.

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

EF-R: SCHOOL MEAL CHARGING AND PAYMENT

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

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

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

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

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

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

It is the responsibility of each household to maintain a positive balance in their student's food service account. When the student account balance goes below \$0.00, the Building Administrator or designee will contact the household by email or letter. The Food Services Director shall also attempt to contact the household by telephone to establish a payment arrangement prior to small claims. The District's Free and Reduced Determining Official shall reach out to families and provide paperwork and resources as needed. All attempts to collect outstanding funds will be documented and collected through small claims court at the expense of the child's parents/legal guardians.

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

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

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

IGE: PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

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

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing. Parent/Guardian names and any reasons given for an objection to material shall not be public information.

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

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

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

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

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, and NH RSA 186:11, IX-c, the Superintendent shall develop procedures to allow parent/guardian of student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11, IX-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, sexual orientation, gender, gender identity or gender expression, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction or program. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. As indicated in RSA 186:11, IX-c, no notice is required if the District employee is responding to a question from a student during class.

IHAMA: TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades K-12, the District shall provide age and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

IHBH: EXTENDED LEARNING OPPORTUNITIES

Purpose

“Extended learning opportunities” (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue extended learning opportunities (ELOs) as a means of acquiring knowledge and skills through instruction or study outside the classroom. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, or other opportunities approved as provided below by the Superintendent or his/her designee, and in accordance with applicable Board policies.

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

Credit is earned when students achieve the State or District competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through competencies or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes.

If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of *Policy IK, Earning of High School Credit*, will apply.

Roles and Responsibilities

All areas of study in the program must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All learning opportunities approved as an ELO shall have specific instructional objectives aligned with the State minimum standards and/or District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue a specific learning opportunity must first present their proposal to the school's ELO

coordinator for approval. The name and contact information for the school's ELO coordinator will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counselor. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork and will work with the Principal to determine the competencies and potential credits that may be earned through the ELO.

The Principal will have primary responsibility and authority for overseeing the implementation of ELOs and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the District.

The Principal will review and determine what credit(s) can be awarded for ELOs toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an ELO must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the District before beginning the program.

All ELOs not initiated and designed by the District shall be the financial responsibility of the student or his/her parent/legal guardian. Students seeking independent study, remote instruction, college coursework, internships, or other ELOs that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through the School Counselor. Such requests may be granted if District resources are available and at the discretion of the Superintendent. The Principal or School Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

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

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

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

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

Appeal Process

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

Program Integrity

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

If a student is unable to complete the ELO for valid reasons, the Principal or Principal's designee evaluate the experience completed to date and make a determination for the award of partial credit (when the ELO has empowered the student to demonstrate some, but not all, of the required competencies) or recommend a different learning opportunity.

If a student ceases to attend or is unable to complete the ELO for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

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

Students transferring from other schools who request acceptance of credits awarded through ELO programs shall have their transcripts evaluated as provided in Board policy IK.

IKA: GRADING SYSTEM

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

IKE: PROMOTION AND RETENTION OF STUDENTS

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

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules shall be published in the Parent-Student Handbook.

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

See procedure for promotion and retention – IKE - R.

IKE-R PROMOTION AND RETENTION OF STUDENTS

Grades K-5

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

- h. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent of schools. The superintendent of schools has the final legal authority for the placement of students, and shall make the final decision regarding the student's placement for the ensuing academic year.

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

2. Assignment Procedures

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

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

Grades 6-12

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

IMG: ANIMALS IN THE CLASSROOM AND ON SCHOOL GROUNDS

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

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

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals and animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.)
4. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal

parasites, fleas, ticks, mites, and lice.

5. Certain groups of people may be more susceptible to diseases, including infants, children, pregnant women, and those with weakened immune systems. Consult with parents to determine special considerations needed for children who are immunocompromised, who have allergies, or who have asthma.
6. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container, supervising human-animal contact, and handling fecal material in a sanitary manner.
7. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
8. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food or drink should not be consumed in these areas.
9. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of one time per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks, and glasses or goggles. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Ideally, cleaning should be performed when other children are not in the room.
10. Wash hands after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.
11. Certain animals pose additional risks and contact should not be permitted with young children.
12. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

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

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

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

Animals in School Buildings and on School Grounds

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

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

JCA: CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate. Under specified conditions and procedures as set forth below, reassignment may be made to another public school, public academy or "approved private school" within or outside the District.

As used in this policy, "**approved private school**" means a school that has been approved and contract by the school board to provide a student or students with the opportunity to acquire an adequate education (see RSA 193:3, VII). The term also includes schools that the Board has "approved as a school tuition program." (See NH Dept. of Education Rule Ed 307.01(a)).

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

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

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure for Best Interest Assignments to a School/Academy Within the District.

- a. Request for Change of Assignment Within District. In order to initiate consideration of a reassignment within the current school, or to a public school, public academy or approved private school within the District, the parent/guardian shall submit to the Superintendent a written request indicating the specific school requested. The parent/guardian is encouraged, but not required, to provide information as to how the child's interests are served by the change in assignment.

NOTE: The request by the parent should be delivered to the Superintendent no later than July

1. Requests following that date will require a meeting with the Superintendent and may require the parent/guardian to provide relevant evidence supporting the parent/guardian's belief that it is in the best interest of the student to change the current assignment.

- b. Reassignment Determination. In determining whether to grant a request to change a student's current assignment within the current school or to another public school/academy or approved private school within the District, the Superintendent will only consider whether the school has the ability to accommodate the student based upon "existing school capacity." For purposes of determining existing school capacity, the Superintendent will consider the District's Board policy IIB, the Program Capacity Guideline for that school year, and shall consult with the Director of Pupil Services for special considerations relating to the student's educational program.

If the Superintendent determines that the requested school within the District **does not** have the ability/capacity to accommodate the student and therefore denies the request, the Superintendent will give written notice to the parent/guardian with the reason the request was denied. The parent/guardian is encouraged to provide a supplemental written statement to the Superintendent

with any additional information that the parent/guardian believes is relevant to the initial request. The Superintendent will review the additional information and inform the parent/guardian of the decision within 5 school days.

If the **Superintendent grants the request** to change the student's school or assignment, the Superintendent shall initiate the student's transfer within the current school, or to the other school/academy within the District.

If the Superintendent **does not find that it is in the best interest and does not approve the request** to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

2. Procedures for Best Interest Assignments to a School **Outside the District**.

A change in assignment to a school/academy outside of the District under this section requires a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs (**Note:** if the public school/academy is an open enrollment school, the parent/guardian need not use this process).

- a. Change of Assignment Request. In order to initiate consideration of a reassignment to a public school, a public academy or approved private school outside of the District ("school outside the district") based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant the change. To facilitate a determination, such application should also include any additional information described in paragraph A.1.a.ii, below. The written request should be mailed or hand-delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Reassignment Meeting and Review of Request.
 - i. Upon receiving a request to change assignment to a school outside the District, the Superintendent will schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the written request.
 - ii. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to a specific school outside the District.
 - iii. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent/guardian's belief that reassignment is in the best interest of the student.
 - iv. The Superintendent may present such information as he or she deems appropriate.
 - v. In determining whether reassignment is in the student's best interest, the Superintendent shall consider the student's academic, physical, personal, or social needs.
- c. Determination Whether Reassignment is in Best Interest.

Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).

 - i. *Finding that Change is in Student's Best Interest.* If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate the process to implement the student's transfer to a school outside the district (requires agreement of the other school/district).
 - ii. *No Finding that Change is in Student's Best Interest.* If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the

parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy. The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

3. Tuition Determination.

- a. Public Academy Within the District. A student whose assignment is changed to a public academy within the district, then tuition will be based upon outstanding agreements between the District and the public academy.
- b. Public School or Academy Outside the District. If a student is to be reassigned to a public school or academy in another school district following a best interest determination, the Superintendent shall work with the Superintendent or senior education official of the receiving school district/academy to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment; such approval shall be consistent with the Board's ordinary manifest approval procedures.
- c. Approved Private School Either Within or Outside of the District. If the student is reassigned to an approved private school under this policy, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition District in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the school board on behalf of the School District and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval of the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The Superintendent shall assure that the reassignment to an approved private school is placed on the agenda for the next regularly scheduled Board meeting.

- d. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
4. Transportation. Transportation for a student reassigned **to a school in another district** under this Section A (best interest) shall be the responsibility of the parent/guardian. Transportation **within the District** will be consistent with the transportation policies of the District for the public, charter and private schools located within the District.
5. Annual Review of Decision. A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.
6. Review/Appeal of Decision. The decision of the Superintendent relative to best interest reassignments shall be final and any appeal shall be limited to the process set forth in Section B, below.

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

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

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
 - a. Within thirty (30) days after receipt of the Superintendent's written determination denying a request for change of assignment as described in Section A, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent shall duly notify the School Board that the parent or guardian has requested a manifest educational hardship hearing, upon which the School Board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c). The hearing will be held following the procedures set forth under NH Dept. of Education rules Ed 204.01, and Ed 307.01(f).
 - c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent or guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will provide the means for the Board to establish an adequate record of the hearing.
 - e. The parent or guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable. (**Note:** The clear and convincing standard differs from the "preponderance of the evidence" standard, which only requires that evidence indicates that the contention is more likely than not.)
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parents or guardians via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed. 204.01(d) and (e).
3. Finding of Manifest Educational Hardship: If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another District.

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

5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the District in which the student resides shall pay tuition to the District to which the child is reassigned.

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

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

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

C. Admission Requirements.

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

D. Statutory Reassignment Limit.

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

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

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

F. Notice to the Department of Education.

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

G. Special Education Placements.

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

JEB: AGE OF ENTRANCE

A student may enter grade one if his/her chronological age will be six on or before September 30th of the year of entering school. Exceptions to the age requirement may be granted with the approval of the Superintendent.

A student may enter kindergarten if his/her chronological age will be five on or before September 30th of the year of entering school. Exceptions to the age requirement may be granted with the approval of the Superintendent.

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

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

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

JGB-R: PROCEDURES FOR SCHOOL-SPONSORED TRIPS

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

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

I. Must have School Board Approval

II. The following forms must be signed:

- A. Acknowledgement of Warning and Consent Agreement (Parents, Students)
- B. Volunteer Service Statement and Agreement (Chaperones)
- C. Volunteer Appointment - Criminal Check (All Volunteers/Chaperones)
- D. Code of Conduct (Students, Parents, Volunteers)
- E. Forms for prescription & non-prescription medicine (Parents)

III. Parents/Students

- A. Attend orientation meeting including Itinerary, procedures, and payments.
- B. Present evidence of Medical/Accident Insurance.
- C. Medical Emergency Forms updated and available to trip supervisors.
- D. Sign a Code of Conduct Form authorizing trip supervisors to exclude student from scheduled activity or send student home.

IV. Trip Supervisors

- A. Know costs and fees of trip.
- B. Know the cancellation policy of Tour Company (for group or individual) if plans change or money is not made in a timely fashion.
- C. All monies raised should be placed into the Student Activity Account by the class advisors identifying the appropriate class.

- D. If using a Tour Operator please check on the following:
1. Make sure reputable, check references
 2. Cancellation insurance
 3. Repatriation coverage
 4. Role of tour operator on the trip
 5. Tour interruptions and emergency care

Foreign Travel:

1. Arrange for Overseas Insurance with coordination of care and evacuation benefits. Everyone should check current insurance and secure supplemental coverage.
2. Authorization to secure medical treatment including chaperones.
3. Check U.S. Dept. of State list of prohibited destinations.
4. Research Dept. of State Centers for Disease Control warnings for security and health conditions including crime.
5. Determine documents necessary for travel, keeping in a safe place.
6. Cultural orientation for everyone on the trip.
7. Local briefing at destination, establish ground rules.
8. Have sufficient supplies of prescription medicine, with class advisors keeping control of them.
9. Parental signature required for use of any prescription or non-prescription medicines.
10. Keep to Itinerary.
11. Be alert at all times.

JH: ATTENDANCE, ABSENTEEISM AND TRUANCY

Absences

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

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence. The Board considers the following to be Excused absences:

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

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

In the event of an absence, parents must contact the school (via telephone or email) and inform the District of the student's absence and state one of the aforementioned reasons above (1-7) for non-attendance. The Principal may require parents/guardians to provide additional documentation in support of their child's absence, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

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

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided approval is given in advance. Parents/guardians are asked to inform their child's teacher and complete the extended absence release form at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Truancy

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

Ten half-days of Unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

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

Intervention Process to Address Truancy

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

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

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

Parental Involvement in Truancy Intervention

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

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and

3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

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

Parental Notification of Truancy Policy

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

Jl: STUDENT RIGHTS AND RESPONSIBILITIES

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

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

STUDENT RIGHTS

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

STUDENT RESPONSIBILITIES

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

6. All students are responsible to exercise their rights of due process and to pursue their grievances according to the orderly process established by the school for those purposes.
7. All students exercising their rights to freedom of expression through speech, assembly, petition and other lawful means must not interfere with the rights of others. Freedom of expression may not be utilized to present material, which is obscene or slanderous, or to defame character, or to advocate violation of federal, state and local laws, or official school policies, rules and regulations.

JIC: STUDENT CONDUCT

A. General Policy.

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

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

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

B. Student Code of Conduct.

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

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

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and

- rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
 3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions, and expulsions shall comport with applicable laws, regulations, and Board policy JICD.
 4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. e.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU District website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website]. The online publications of the Code of Conduct shall be ADA compliant (see also Board policy KEE). Additionally, Building Principals shall ensure that verbal recitation of the applicable Code of Conduct is available as needed.

Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels.

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

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

D. Parental Notification of Simple Assaults.

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

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights

to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension, or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

JICA: STUDENT DRESS CODE

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

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

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

District Standards:

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

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

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

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

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

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

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

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

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

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

JICC: STUDENT CONDUCT ON SCHOOL BUSES

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

If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses, (See District administrative School Bus Conduct Rules JICC-R) and these shall be printed in the Parent-Student Handbook, made available on the District and/or School website, and provided in other languages or presented orally upon request.

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

If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct that threatens or the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued the original suspension. Transportation suspensions exceeding 20 days must be approved by the School Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil’s parent/guardian. The Superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced in the preceding paragraph. Transportation suspensions may extend to all District transportation according to the Student Bus Conduct Rules.

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

JICC-R: STUDENT RULES AND CONDUCT ON THE SCHOOL BUS

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

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

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

1. Student shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Student shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed you to proceed.
3. Student shall wait in an orderly line and avoid horseplay.
4. Student shall cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Student shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Student shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.
9. Students may carry only objects that can be held on his/her own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Student shall refrain from throwing or passing objects on, from, or into buses.
11. Student shall refrain from eating and drinking on the bus.
12. Student shall respect the rights and safety of others.
13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending head, arms, or objects out of the bus windows and are not allowed to open or close windows without permission of the driver.
15. Only authorized riders will be permitted on the bus.
16. When necessary, students will be expected to sit three passengers to a seat.
17. Students are strictly prohibited from using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the Student Code of Conduct, the police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
18. Student shall not use profane language or obscene gestures and shall not make excessive noises while on the bus.
19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
20. Students shall not deface or otherwise damage the bus, the driver's or any other students' belongings while on the bus. Students/Parents will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.
21. Students shall not carry hazardous material, nuisance items, or animals onto the bus.
22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses.

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

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

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

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

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

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

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

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

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

C. General Provisions Relating to Transportation/Bus Suspensions.

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.). Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

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

JICD: STUDENT DISCIPLINE AND DUE PROCESS

A. Policy Statement.

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

Removals under this policy are not appealable.

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

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

Restrictions under this policy are not appealable.

3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

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

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

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

5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied. The building principal is authorized to place a student on probation for any of the reasons stated in paragraph 4, above.

6. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

a. **Short-term suspension.** A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

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

A short-term suspension may be imposed only for:

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

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

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 317.04e).

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

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

A long-term suspension may only be imposed for:

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

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

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

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long-term suspensions.

e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

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

g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to suspension.

7. “Expulsion” means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

a. Grounds for Expulsion. An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- i. A repetition of an act that warranted long-term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written

authorization from the Superintendent.

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

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

b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f) through 317.04 (j)** are followed.

c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.

d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

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

1. **Modification by Superintendent.** Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent 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 schools 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, 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. Subcommittee 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.

JICE-R: STUDENT PUBLICATIONS/PRODUCTIONS/WEBSITE PUBLICATIONS

ADMINISTRATIVE PROCEDURES

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

- **Review Guidelines**

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

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

- A. The material is written by students currently enrolled in this school district.
- B. The author(s) are identified in a conspicuous location on all materials.
- C. The material is free from libel, slander, obscenity, profanity, personal attacks or incitement to illegal action(s).

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

- **Distribution**

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

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

JICF: GANG ACTIVITY

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

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

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

Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action, including suspension and expulsion.

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

JICFA: HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or 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.

JICH: STUDENT SUBSTANCE ABUSE

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

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

Policy Statement:

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

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

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

- A. Upon establishing suspicion that a student is engaged in the use of drugs, the staff or faculty member is to notify the office and request that an administrator or school official come to the location immediately. The treatment of and transfer of the student from the classroom or other locale should be handled as tactfully as possible. Faculty, staff member, or school official initiating this process should follow up in a timely manner, listing/detailing the observed behaviors/indicators which aroused suspicion.
 - B. Student is then escorted to the office for further evaluation.
 - C. If the administrator determines that a search is needed, the search procedure should be handled as follows:
 - 1. **Personal Search:** The Principal or designee should secure from the student the known or suspected contraband. The search procedure should be conducted in accordance with School Board Policy JIH.
 - 2. **Lockers, Desks, etc.:** When there seems to be reasonable cause to believe that a locker or desk should be searched for contraband, the search should be conducted in accordance with School Board Policy JIH.
 - 3. **Automobiles:** When there seems to be reasonable cause to believe that an automobile should be searched for contraband, the search should be conducted in accordance with School Board Policy JIH.
 - D. Student will be questioned by the Principal or his/her designee and one other staff member to determine admission or denial or guilt or involvement.
 - E. School Resource Officer or other certified personnel will then assess the student for presence of substantial indicator or substance abuse. (This assessment may include a field sobriety test, HGNA, or other means.)
 - F. Upon establishing support for original suspicions of substance use, the parent/guardian is contacted and notified of the offense.
 - G. The student will participate in a short-term substance abuse educational program. Confirmation to the school will be needed within three days of the offense that the student will be entering the substance abuse program.
 - H. The student will undergo an informal assessment which will be conducted by a staff assessment team which may consist of a representative of the Administration, a Guidance Counselor, and /or a substance abuse resource person.
 - I. If deemed appropriate by the staff assessment team, the student may be required to undergo a formal assessment to be conducted by a psychologist or other person qualified to conduct such an assessment. (This will be at the expense of the parents/guardian).
 - J. The student will participate in a program designed to respond to the individual student's problem/degree of substance abuse. Such a program may include a related educational, preventative program, counseling by a specialist, and/or therapy. Parents/guardians will be financially responsible for such a program. The student and parents will also be made aware of the available support systems within the school and community.
 - K. Any student found selling, possessing, distributing, or giving away unlawful substances will be turned over to police authorities immediately and suspended from school at once pending School Board action.
 - L. The parent/guardian may, if they wish, have the student's blood/urine tested (at the school's expense, if necessary) to confirm or refute suspected drug use. The school *will* receive a copy of any tests paid for by the school.
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JICI: DANGEROUS WEAPONS ON SCHOOL PROPERTY

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

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

Guns and Firearms - Students:

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

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

Weapons under control of law enforcement personnel are permitted.

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

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:15), 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 serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy will be reported to local law enforcement authorities unless the superintendent or other building administrator exercising his/her best judgment determines the violation of this policy is by an adult, is inadvertent or unintentional and does not affect the safety of students, school staff or the public.

JICK: BULLYING PREVENTION – PUPIL SAFETY AND VIOLENCE PREVENTION

- A. Purpose and Intent.** The Lincoln-Woodstock Cooperative School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students. This policy defines and prohibits bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.
1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. The prohibition against bullying and cyberbullying also applies to conduct that occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school sponsored activity or event.
 2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of status under the law.
 3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy further prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.

B. Definitions - (RSA 193-F:3).

1. "Bullying" means 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 any student which:
 - a. Physically harms a student or damages the student's property;
 - b. Causes emotional distress to a student;
 - c. Interferes with a student's educational opportunities;
 - d. Creates a hostile educational environment;
 - e. Substantially disrupts the orderly operation of the school; or
 - f. occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property.

Examples of bullying conduct include, but are not limited to:

- i. mocking a student's appearance, speech, or abilities.
 - ii. Spreading rumors to damage a student's reputation.
 - iii. Intentionally excluding a student from social or school activities.
 - iv. Threatening a student with physical harm or intimidation.
 - v. Encouraging others to target or ridicule a specific student.
 - vi. Taking, hiding, or damaging a student's personal belongings.
 - vii. Using slurs or derogatory names to demean a student.
2. "Cyberbullying" means conduct defined above as bullying committed or undertaken through the use of electronic devices. Unless the context indicates otherwise, the term "bullying" as used in this policy will include acts of cyberbullying.

Additional examples of cyberbullying conduct include, but are not limited to:

- a. "Doxing" - sharing through digital means another student's private information, such as their address(es), telephone number, images with the intent to cause embarrassment or damage to personal reputation.
- b. "Cyberstalking" — repeatedly contacting another student through electronic devices, repeatedly attempting or requesting a connection on social media or messaging apps when that other student has requested not to be contacted or in any other manner that causes fear or distress.
- c. "Catfishing" - creating fake accounts or pretending to be another student.
- d. Sharing of "deepfakes" - distributing or communicating through electronic devices digitally altered images, video, audio or other content that impersonates another student,

misrepresents facts, harasses, embarrasses or otherwise causes or is intended to cause reputational harm. (See also Board policy EHAG for definition and prohibition on creating or sharing of deepfakes.)

3. "Electronic devices" includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.
 4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent," shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.
 5. "Perpetrator" means a student who engages in bullying or cyberbullying.
 6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any "designee" (qualified person) designated by the Superintendent to carry out all or some Principal functions as described in this policy.
 7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.
 8. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
 9. "Staff" means and includes all district, school or SAU employees, bus drivers, coaches, designated volunteers (as defined in Board policy GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any contracted consultants or employees of a company under contract to the District or SAU who provide services on school property.
 10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.
 11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy.
 12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.
- C. **Retaliation & False Accusations** - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in Sections E-H

for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the Code of Conduct/Student Handbook.

D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations - RSA 193-F:4, II(f)-(h). At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. Student Reporting. Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.
2. Staff Reporting. Any school employee or volunteer who receives a report of witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.
3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.
4. Anonymous Reports. The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.
5. Reports Involving Students from Different Districts. Reports of bullying which relate to students from different districts should, when possible, be made to the Principal of the school in which the victim(s) is enrolled/attending, otherwise to the Principal of the school in which the perpetrator is enrolled/attending.
6. Report Forms. 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.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying.

1. Notice when Allegations Involve Students from Other Districts/Schools/States - RSA 193-F:4, II(k). When a report of bullying involves conduct across multiple districts or students from multiple school districts, the Principal/designee will immediately inform the Principal(s) of each of the other schools/districts. Additionally, if the report concerns bullying across state lines, the Principal/designee will inform the New Hampshire Attorney General's office.
2. Information to Alleged Victim - Upon receipt of a report of bullying, the Principal/designee shall provide the alleged victim with a written copy of their rights, protections, and support services available. RSA 193-F:4, II(i).
3. Parental Notice of Bullying Report — RSA 193-F:4, II(i). Within 48 hours of receiving a report of bullying, the Principal will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. The notification to parent(s)/guardian(s) will include the measures being taken to ensure the safety of the victim (alleged) and to prevent further acts of bullying. 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 included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the

student privacy rights of each student indicated in the report.

The Principal may request of the Superintendent's designee a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. Details of any request for a waiver and any grant of such request will be included in the investigative report. However, notification to parents/guardians may not be waived for longer than five (5) school days except for reports of bullying across multiple school districts (see Section E.1.) RSA 193-F:4,II(j).

4. Receipt of Report. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy, shall assess
 - a. the need for a plan to protect students against retaliation,
 - b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC (if so, the Principal shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations); and
 - c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.

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

1. Upon receipt of a report of bullying, the Principal shall, within five (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. Under state law, when bullying is alleged to occur across multiple New Hampshire school districts, the Principals/designees for each New Hampshire school involved, are expected to collaborate and cooperate in the investigation. The Principal who first learns of the incident(s) is required to initiate the investigation.
3. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
4. The investigation should include reviews of any available surveillance recordings subject to the provisions of Board policy ECAF. As required under RSA 507-A:2, II(k), parents/guardians and students are notified that surveillance recordings with audio may occur on school buses if authorized under Board policy ECAF.
5. 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, consistent with Board policy JIH and RSA 189:68. The Principal may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.
6. The Principal or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:

- a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The characteristics of parties involved, (name, grade, age, etc.);
 - e. The identity and number of individuals who participated in bullying behavior;
 - f. Where the alleged incident(s) occurred;
 - g. Whether the conduct adversely affected any student's education or educational environment;
 - h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident;
 - i. Whether the conduct violated any District or school policies or rules.
7. In most instances, the Principal shall complete the investigation within ten (10) school days of receiving the initial report. See RSA 193-F:4, II(o). If the Principal needs more than ten (10) school days to complete the investigation, the Superintendent may grant an extension of up to seven (7) school days. In the event such extension is granted, the Superintendent/designee shall notify in writing all parties involved of the granting of the extension and the reason for the extension. To the extent not previously communicated, the Superintendent shall ensure the victim's parent(s) or guardian(s) are notified of the investigation, the extension, and the reason for the extension.
- Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and or the District's Human Right's Officer.
8. In cases involving reports of bullying across multiple district or states, the Principal(s) of any and all districts in New Hampshire involved SHALL collaborated with any other principals or districts involved.

G. Completion of Investigation and Report.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.
2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m) and (o).

- a. Within ten (10) school days, the Principal will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within two (2) school days confirming the earlier notification.
 - b. The Principal/Designee shall conduct a conference with each perpetrator, and the perpetrator's parents/guardians and applicable school personnel for age-appropriate discussion that includes at a minimum the impacts of bullying. The conference shall occur even if the parent or parents or guardian or guardians decline to participate or fail to attend. Information concerning the date, time, place and attendees of the conference, and any other information from the conference deemed pertinent by the Principal/designee shall be appended to the investigative report provided to the Superintendent.
 - c. If the victim's parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.
 - d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students, including the disciplinary consequences assigned to the perpetrator(s).
3. Appeals A parent aggrieved by the investigative determination of the Principal may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy ACA.
 4. Additional Reporting Requirements.
 - a. Reporting Substantiated Incidents - RSA 193-F:4, II(I). The Principal shall forward all substantiated reports of bullying or retaliation to the Superintendent upon completion of the Principal's investigation.
 - b. Department of Education Reports - RSA 193-F:64. The Principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within ten (10) school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.
 - c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. Substantiated Instances of Bullying or Retaliation: Interventions, Remedial Measures and Disciplinary Consequences

While students who have been found to have committed an act of bullying/cyberbullying can face disciplinary consequences, the Board encourages the administration and school district staff to explore alternative or additional measures and interventions to address the substantiated instances of bullying/cyberbullying,

and prevent their reoccurrence.

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are not limited to:
 - a. Restitution,
 - b. Parent conferences,
 - c. Student counseling,
 - d. Behavior assessment,
 - e. Corrective instruction or other relevant learning experience,
 - f. Peer support group, and
 - g. Mediation (but only after the investigation has been completed).

Interventions and other 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.

2. Disciplinary Consequences - RSA 193-F:4, II(d), VI & VIII.
 - a. Students found to have committed one or more acts of bullying or retaliation shall receive disciplinary consequences. Such consequences for students shall be consistent with the Student Code of Conduct for the conduct that constituted bullying/cyberbullying. Disciplinary consequences should be varied according to specific circumstances such as the nature of the behavior, the developmental age of the student, the student's prior disciplinary history, or performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.
 - b. Staff (see definition above) who fail to report bullying or retaliation as required by this policy fail to adhere to the timelines described above, submit inaccurate or false information with respect to reports or investigations under this policy, or commit an act of retaliation against a reporter of bullying or any parent will be disciplined up to and including dismissal. Additionally, under RSA 193-F:4, VI, any such violation by an "educator" as defined by state law or regulation will constitute a violation of the Code of Conduct for New Hampshire Educators.
3. Additional Requirement of Principal(s)/Designee(s) - RSA 193-F:4, II(l). Upon a determination that a bullying report is substantiated, the Principal or designee will, in addition to the specific interventions and disciplinary responses described above, will, in appropriate circumstances, make recommendations to the Superintendent strategies for "protecting all pupils from retaliation of any kind."

I. Dissemination of Policy and Bullying Prevention Education - RSA 193-F:4, II(e) and 193-F:5.

1. Staff, Coaches, Bus Drivers, Designated Volunteers, Employees of Contracted Companies/Contracted Consultants. All staff (see definition section above) will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The Superintendent will ensure that all school

employees and volunteers receive **annual** training on bullying and related Board policies, consistent with RSA 193-F:5.

2. Students and Parents, and Student Handbooks. RSA 193-E:4, II(e) and (f). The Superintendent may determine the method of providing information about this policy to students and parents. Methods may include student handbooks, mailing, hard copy, website, etc. At the very least, all student/parent handbooks will include a summary of the prohibitions and other provisions of Sections A.1-3, the definitions of bullying, cyberbullying and retaliation in Sections B. 1, 2, and 3, and the verbatim language relating to the procedures found in Section D.1 for students and parents to report bullying/cyberbullying or retaliation. Additionally, that provision of the student handbook(s) will include information as to where the entirety of this policy may be found on the District's website.
3. Curriculum. Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to disciplinary consequences.

The Superintendent, in consultation with staff, will, to the extent it is reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

The following two sentences may be deleted from this policy any time after March 15, 2027 without further action of the School Board. No later than **January 1, 2027**, the Superintendent shall cause a report or a link to a report on how the District's policy has been integrated into the school's curriculum, discipline policies, behavior programs, and other violence prevention efforts. Such report or link shall be provided to the office of the Commissioner of Education, the Chair of the State Board of Education, the President of the New Hampshire Senate, the Speaker of the New Hampshire House of Representatives, and to members of the New Hampshire House and Senate education committees.

4. Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address this 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.

J. Summary of School Officials' Duties to Implement Policy - RSA 193-F:4, II(p).

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The School Principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the Principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the Principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the Principal(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. Immunity and Liability – RSA 193-F:7 & 9.

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorney’s fees) in the event of gross negligence or willful misconduct for violations of this policy.)

JICL: SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the District’s technological resources primarily for purposes related to their education. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student’s user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations. The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District’s Acceptable Use Agreement.

JICL-R: ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, cloud based computing services, CD-ROM, and any new technologies as they become available. All computer or network enabled devices issued by the District are governed by this acceptable use procedure.

The School District Services

The Lincoln-Woodstock Cooperative School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. District information network resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable.

Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to distribution of unsolicited advertising, propagation of computer worms or viruses; distributing quantities of information that overwhelm the system; and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.
12. Uses an account not their own.

Electronic Mail Account Guidelines

Students will have an electronic mail account to use as a tool for communications. As user, the student is responsible for checking and reading messages on a regular basis at least once per school day. Communications over the network require general rules and standards for professional behavior and communication. Copies of all emails that are sent and received to any Lin-Wood.org account are archived.

Network administrators will review files and communications to maintain system integrity and to ensure that students are using the system responsibly. Users should not expect that files stored on the district or email provider servers are private.

The following behaviors are NOT permitted using a school district issued email account:

1. Using the e-mail for anything other than academic / school use.
2. Altering of the display name or other email settings for the account.
3. Sending or displaying offensive messages or pictures using the school district issued email account.

4. Harassing, insulting or attacking others in e-mail communications.
5. Forgery or attempted forgery of electronic messages.
6. Using others' email account passwords.
7. Trespassing others' folders, documents, or files.
8. Knowingly engaging in practice that threatens the network (e.g. transferring files that may introduce a virus or destructive software).
9. Violating copyright laws
10. Employing the network or email system for commercial purposes (e.g., Crypto Mining software, phishing)

Whenever an e-mail message is sent, the user's name and school district issued user ID are included in each mail message. The user is responsible for all email originating from that user's ID. By accepting an account, the student acknowledges that the designated system administrators will have access to the student's email and that email may be made available to district, local, state, and federal officials in conjunction with any investigation.

Violations will result in a loss of email access and disciplinary action. When applicable, law enforcement agencies will be involved.

Agreement for Use of Computer Accounts, 3rd Party Sites/Software Applications

Third party sites/software applications are web resources or websites that students log in to that are hosted by other companies. The Lincoln-Woodstock Cooperative School District uses both free and paid subscription online third party sites/applications. Examples of third party sites/applications are Google, Office 365, etc. Third party sites/software applications and their uses within the District are further defined in the Lin-Wood Data Governance Manual.

1. The student's third party accounts are for storing data files of schoolwork only. Students may not have any programs, games, network, zipped, or hidden files in ANY third party service account.
2. Access to any third party account issued by the School District is limited to the network administrators, staff, and student. Student files are not private.
3. Any School District issued device will be cleaned out at the end of each school year. If a student has files on a School District device from a third party service, the files should be upload to the *Google Drive*.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Access Release Form

As a condition of the right to use the School District network resources, including access to the Internet, students understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and students hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible

through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.

5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.

6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.

7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User/Student: _____

Home phone: _____

School of Attendance: _____

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those document.

Signature of User/Student: _____

Date: _____

Signature of Parent/Guardian: _____

Date: _____

JIH: STUDENT SEARCHES AND THEIR PROPERTY

The superintendent, principal, security personnel of the school or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the students' person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.
2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.
3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.

5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.
6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Two authorized persons shall be present during any search of a student or student property.
7. The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.
8. Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.
9. Absent an imminent threat, every attempt will be made to contact the student's parent or guardian prior to conducting the search of a student. In all cases, the student's parent or guardian will be notified.

In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.

Searches of student automobiles are governed by Board Policy JIHB.

JIHB: SEARCHES OF STUDENT OPERATED AUTOMOBILES ON SCHOOL PROPERTY

Students recognize that parking automobiles on school property is a privilege and not a right. As part of this privilege, the district may search student operated automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having automobiles searched by parking in school parking lots.

In the event an employee of the school district has reason to believe that drugs, drug paraphernalia, or weapons are present in a student operated automobile, that employee will inform the building principal or designee, who will then conduct a search of the automobile. The principal or designee shall fill out a vehicle search form, which will be maintained by the district.

JJIC:EXTRACURRICULAR ELIGIBILITY

Students are considered eligible for sports, plays, clubs, and other activities such as graduation marshal, student council and jazz band when they meet the following criteria.

Grade reports are defined as end of term report cards.

Students may not exceed one failing grade for the term. A failure in successive grade reporting periods (terms) will result in the student being ineligible to participate in NHIAA events. Students may regain eligibility by passing all classes at the next grade reporting period (term).

Students who do not meet the NHIAA requirement of four passing units are ineligible. A unit of work reflects a course that meets the equivalent of five (5) times per week.

All changes in eligibility status go into effect the day following the issuance of report cards or interims.

ATHLETIC/EXTRACURRICULAR RULES

1. Students are expected to be in school the day of AND the morning AFTER a game or activity. One exception for a tardy the day of and/or absence the day after a game or activity will be allowed per season provided the pupil is in

school prior to the beginning of the second class period on the day of a scheduled event. (A doctor's note is requested for injured students.)

2. Use or possession of illegal substances (including tobacco products) on or off school grounds suspends a student's participation in that sport/extracurricular activity;

First Offense: Student/Athlete will agree to the following or not participate for the remainder of the sport's season and/or the next season's sports.

- Minimum suspension of 20% of NHIAA sanctioned events (2 competitions minimum, Varsity or Junior Varsity) remaining in the season or continued into the next sport/activity in which a student participates.
- Minimum of 4 sessions with Student Assistance Program (SAP) Coordinator.
- Students will participate and attend all team functions, competitions, and practices during the suspension period (30 Days).
- Meet with Coach, SAP coordinator, and AD to reflect on learning experiences with SAP and to present individual goals for the remainder of the season.
- Loss of captaincy.

Second Offense:

- 45 School days suspension from extracurricular activities.
- Mandatory 4 sessions with Student Assistance Program (SAP) Coordinator.
- Students will not participate or attend any team functions, competitions, or practices during the suspension period (45 School Days).
- 5 hours community service designed to bring substance awareness to peers.

Third Offense:

- Student forfeits any sporting eligibility for the remainder of his/her high school career.
- Petitioning for reinstatement may be allowed after all conditions of second offence have been met and one (1) year of suspension satisfied.

3. Eligibility rules: NHIAA eligibility rules apply to transfer students for their 1st quarter at Lin-Wood. Thereafter, Lin-Wood standards are applied.

4. All students participating in activities in grades 6-12 must purchase an Activities Association (AA) card (\$5.00). (This card can be used as admission to the home varsity basketball games.)

5. All students participating in JV and varsity athletics need to have a record of a physical on file and furnish proof of accident insurance coverage each year to the office.

6. All students participating in athletics in grades 6-12 need to have a record of a medical statement provided by a physician (within the meaning of NH RSA 329) certifying the student athlete has passed an annual pre-participation physical examination and furnished proof of accident insurance coverage each year to the office.

ATHLETIC CODE OF CONDUCT

1. All athletes shall abide by a code of ethics which will earn them the respect and honor that participation and competition in the interscholastic program affords.

2. Any conduct that results in dishonor to the athlete, the team, or the school will not be tolerated.

3. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, or violation of the law will not be tolerated.

PENALTIES FOR VIOLATION

1. Due to the serious nature of this rule, the coach involved, the athletic director, and the principal shall meet and determine the penalty according to the degree of the infraction.

NEW HAMPSHIRE INTERSCHOLASTIC ATHLETIC ASSOCIATION CODE OF ETHICS FOR SPECTATORS

1. Exemplify the highest moral character, behavior, and leadership so as to be a worthy example.

2. Maintain and exhibit poise, self-discipline, and restraint during and after the contest.

3. Conduct oneself in such a manner that attention is not drawn to an individual but to the participants playing the game.

4. Regulate one's actions at all times so that the individual will be a credit to the team supported, knowing that the school gets the praise or blame for the individual's conduct since/he she represents his/her school the same as does the athlete.
5. Support all reasonable moves to improve good sportsmanship.
6. Treat the visiting team and spectators as guests, being courteous and fair.
7. Avoid actions which will offend the individual athlete.
8. Accept the judgment of the coach.
9. Honor rights of visitors in a manner the individual would expect to be treated.
10. Respect the property of the school.
11. Display good sportsmanship by being modest in victory and gracious in defeat.
12. Pay respect to both teams as they enter for competition.
13. Appreciate the good plays by both teams.
14. Show sympathy for an injured player.
15. Regard officials as guests and treat them as such.
16. Direct energy to encourage home teams rather than booing officials.
17. Believe that the officials are fair and accept their decisions as final.
18. Learn the rules of the game in order to try and be a more intelligent fan.
19. Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
20. Realize that privileges are invariably associated with great responsibilities and that spectators have great responsibilities.

WINNING IS FOR A DAY: SPORTSMANSHIP AND ETHICS ARE FOR LIFETIME!

JLCB: IMMUNIZATIONS OF STUDENTS

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be "conditionally" enrolled and allowed to attend school when the parent/guardian provides:
1. Documentation of at least one dose for each required vaccine; AND
 2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.
- D. Military Children and Military Connected Students. Pursuant to the Interstate Compact on Educational Opportunity for Military Children (RSA 110-D:5, III) and Board Policy JFAM, immunization(s) (or for a series of

immunizations, the initial vaccination(s)) shall be obtained within 30 days from the date of the military child/military connected student's enrollment, or within a time frame determined under the rules of the Interstate Commission.

E. Health and Religious Exemptions.

1. Medical Exemption. A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c, I from his/her physician that immunization will be detrimental to his/her health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician's written statement and will continue for the greater of one year or the length of time stated in the physician's statement.
2. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child's parent/guardian, stating that the child has not been immunized because of religious beliefs.

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

- F. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

JLCB-R: CERTIFICATE OF RELIGIOUS EXEMPTION

STATE OF NEW HAMPSHIRE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF PUBLIC HEALTH SERVICES
29 HAZEN DRIVE, CONCORD NH 03301
603-271-4496 1-800-852-3345 Ext. 4496
Fax: 603-271-0545 TTD Access: 1-800-735-2964
www.dhhs.nh.gov

CERTIFICATE OF RELIGIOUS EXEMPTION

Student's Name: _____ Date of Birth: _____

Street Address: _____

The administration of immunizing agents conflicts with the religious beliefs of the parent or legal guardian of the student listed above. I understand that in the event of an outbreak of vaccine-preventable disease in my child's school or childcare facility, the State Health Director may exclude my child from the school or childcare facility, for their own protection. This exclusion will last until an incubation period from the last identified case of the communicable disease has passed.

SIGNATURE OF PARENT/GUARDIAN

DATE

JLCD: ADMINISTERING MEDICINE TO STUDENTS

A. General Provisions for Administration of Medication.

Medication whether prescription or over-the-counter ("OTC"), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 ("the school nurse"). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal's designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. *Prescription Medication* will be administered in school only after receiving and filing in the student's health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
2. *Over-the-Counter Medication* may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber's order, or further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician's assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law, and is consistent with the provisions of Board policy JLCE.

C. Field Trips and School Sponsored Activities.

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy. Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

JLCD-R: PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

These administrative procedures are intended to implement School Board policy JLCD "Administering Medication to Students". Pursuant to that policy, any medication, whether prescription or over-the-counter ("OTC") administered to or taken by students during the school day or school activities shall comply with School Board policy JLCD and these procedures.

A. Written Authorizations

1. Prescription medications: In order for prescription medications to be given at the school, the following shall occur:

- a. The school nurse shall ensure that a written statement from the licensed prescriber containing the following be filed in the student's health record:
 - i. The student's name;
 - ii. The name and signature of the licensed prescriber and contact numbers;
 - iii. The name, route, and dosage of medication;
 - iv. The frequency and time of medication administration or assistance;
 - v. Any special side effects, contraindications, and adverse reactions to be observed;
 - vi. The date of the order; and
 - vii. A diagnosis, if not a violation of confidentiality;
 - b. The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
 - i. The parent and/or guardian's printed name and signature; ii. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian, or student that such medication be documented; and iii. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
 - c. The school nurse shall ensure the authorization or other accessible documentation contains:
 - i. The parent and/or guardian's home and emergency phone number(s); and ii. Persons to be notified in case of a medical emergency in addition to the parent or guardian and licensed prescriber.
2. Non-Prescription/Over-the-Counter Medications: Non-prescription and OTC medications shall be administered only with the written authorization of the parent and/or guardian. The authorization shall contain the same information, with the same access, as is required relative to prescription medications in paragraphs A.1.b & c, above.

To the extent consistent with the N.H. Nurse Practice Act, RSA 326-B and applicable state regulations, the school nurse may accept verbal authorization from a parent/guardian or licensed healthcare provider, to be followed with written confirmation per Board policy JLCD.

B. Delivery of Medication to School

1. A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:
 - a. The prescription medication shall be in a pharmacy or manufacturer labeled container;
 - b. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
 - c. The medication may be delivered by other adult(s), provided, that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

C. Storage of Medication

1. All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.
2. All medication to be administered by the school nurse shall be kept in a securely-locked cabinet which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in a locked box in a refrigerator maintained at temperatures of 38 degrees to 42 degrees.
3. Emergency medications may be secured in other locations readily accessible only to those with authorization. No more than a 30-school day supply of the prescription for a student shall be stored at the school.

4. Consistent with N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

D. Documentation & Communications Regarding Administration of Medication

1. The school nurse (or, in the school nurse's absence, the Principal/designee) will document the following information regarding medication taken by each student:
 - a. Name of medication take/administered;
 - b. Dose and route of administration;
 - c. Date and time of administration;
 - d. Signature, initials, or electronic signature/verification of adults present; and
 - e. Other noteworthy comments or information relating to significant observations relating to prescriptions, a medication's adverse reactions, beneficial effects, etc.
2. If student refused to take or spills medication, or medication is lost or has run out, such shall be recorded.
3. Each school nurse shall develop and maintain a paper or electronic system to document the information required in paragraphs D. 1 & 2. Such system shall allow for secure communication or the information recorded in items D. 1 & 2 to the child's parent/guardian and/or licensed prescriber.
4. The recording system shall allow additions but must assure that the original information cannot be deleted. Any changes must be signed by the school nurse, principal, or designee in conformance with Board policy DGA "Authorized Signatures."
5. The system shall assure retention of records in accordance with paragraph E of these procedures.

E. Student Health Records

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record. An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

Student health records shall be retained in accordance with Board policy EHB or any superseding statutes or regulations. Health records concerning students who receive special education services shall be retained according to the provisions of the Data/Records Retention Schedule pertaining to special education.

Record shall be available to representatives from the State Division of Public Health and/or State Department of Education to the extent consistent with the Family Education Rights and Privacy Act ("FERPA").

JLCDA: MEDICAL TREATMENT – PARENTAL CONSENT

A student's participation in any program that provides medical or dental treatment in a school setting shall require the explicit written consent of the child's parent or legal guardian.

The Superintendent will ensure that beginning of year forms and enrollment packets will include specific consent options for:

1. Screenings (including vision, hearing, scoliosis, and other screening);
2. Disclosure of student health status to school staff;
3. Authorization for providing medication (see Board policy JLCD, and procedures JLCD-R;
4. Non-emergency care or treatment;
5. Other specific consents the Superintendent, in consultation with the nursing staff, finds appropriate or necessary.

When a student signs up for a school co-curricular program or activity, the Superintendent will ensure that those students' parents/guardians provide consent for first aid, treatment, and screenings with respect to any injury or condition occurring as a result of the activity or that would potentially impact the student's ability to participate or return to play and or school. This consent form may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics. See Board policies JLCJA and JLCJ.

If a program that provides medical or dental treatment (e.g., “children’s oral health initiative”) is scheduled after the start of the school year and does not fall within the consent forms in the beginning of year forms and enrollment packets, the Superintendent or his/her designee will ensure that each student’s parent/guardian provides written consent prior to their child’s participation.

The Principal or his/her designee will be responsible for ensuring each student returns a copy of the signed consent form(s) and maintaining the forms in an accessible manner.

JLCF: WELLNESS

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student’s understanding, beliefs, and habits as they relate to good nutrition and physical activity.

Procedure JLCF-R outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy and procedure JLCF-R apply to all students, staff and schools in the District.

A Wellness Advisory Committee will be established with the purpose of assessing the nutrition and physical activity environment throughout grades K-12 and make annual recommendations to the Board for a comprehensive wellness program. Additionally, the Wellness Committee is charged with making recommendations relative to the objectives and requirements of Board policy IMAH. To the extent feasible the committee shall consist of representation from parents, students, the school’s food service program, the School Board, administration, staff member(s) from each school and the public. It is strongly recommended that a physical education and health education teacher be a part of this committee. The District Wellness Advisory Committee will meet no less than three times per year.

As part of the program, students will be given opportunities to gain knowledge, skills, behavior and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of nutritional education and physical activity across the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs.

Food and beverages available on the school campus contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans. The school will offer food choices that are nutrient dense per calorie, have low fat and low sugar content, are of a moderate portion size, and including whole grains, a variety of fruits and vegetables, and low fat dairy products. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals. The *USDA* nutrition guidelines apply to the school lunch and breakfast programs, and reimbursable food programs.

Free and Reduced Meals: Eligibility for and distribution of free and reduced priced meals will be provided with confidentiality in accordance with state and federal requirements.

JLCF-R: WELLNESS PROCEDURE

1. Nutrition Education Curriculum Standards:

The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in the school cafeteria/multipurpose room.

- Consistent nutrition messages shall be disseminated throughout the school.
- Schools should provide additional nutrition education that:
- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

2. **Physical Activity/Physical Education:**

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

Classroom Physical Activity Breaks: In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District recommends teachers provide short physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

After School Activities: The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

Walking and Biking to School: The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

3. **Nutrition Standards:**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) *and the School Breakfast Program (SBP)*. District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at: <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

The District or Wellness Committee should seek input from students and parents in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, or other point-of-purchase materials.

The District will promote implementation of evidence-based healthy food promotion techniques in school meal programs using methods such as those included in the Smarter Lunchroom Movement's publication: [How to Build a Smarter Lunchroom](#).

Meals served through the National School Lunch and Breakfast programs will, meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.

Staff Qualifications and Professional Development: All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at: <https://www.fns.usda.gov/school-meals/professional-standards>

Foods and Beverages sold individually: (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, etc.) The District will follow the Smart Snacks in School standards for foods sold in School.

Celebrations: Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet Smart Snacks in School nutrition standards for foods and beverages sold individually. The District will disseminate a list of healthy party ideas to parents and teachers.

Fundraising Activities: To support children's health and school nutrition education efforts, school fundraising activities involving 'Foods' should attempt to choose 'Foods' that meet the nutritional standards. Fundraisers involving 'Foods' that do not meet the school's nutritional standards may be approved but will be limited in the fundraising approval process* to ensure that we continue an overall positive nutritional environment and message to District students.

*Class fundraisers are all submitted to the administration for approval, to spread them out on the master calendar so we are not overloading the community etc., and they are limited in number and preference is given to factors such as history with an event, and which class has seniority.

School Sponsored Events (such as but not limited to, athletic events, dances, or performances): Foods and beverage offerings at school-sponsored events outside of the school day should offer a balanced choice of foods that meet District nutritional standards and foods that do not meet the nutritional standards. Effort should be made through pricing and portion sizing to limit the negative impact of the foods that do not meet District nutritional standards.

Snacks provided by the school District and/or personnel (such as State testing or MAP testing snacks, or after school programs): Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to the children's diets and health, with an emphasis on serving whole grains, fruits, and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The District or Wellness Committee will disseminate a list of healthful snack items to teachers, after-school program personnel and parents.

4. Water:

To promote hydration, free, safe, unflavored drinking water will be available to all students at each school building throughout the school day, including mealtimes.

Students shall be permitted to bring water bottles to school that :

- Are made of material that is not easily breakable;
- Have lids to prevent spills; and
- Are filled exclusively with water.

School principals may discipline students for the misuse of water bottles, consistent with Board policy JICD.

5. School Environment:

Meal Times and Scheduling:

- will strive to provide students with 20 minutes for breakfast and lunch;

- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

Community Involvement, Outreach and Communications: The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District/school will support parent's efforts to provide a healthy diet and daily physical activity for their children. The District will send home nutrition information, post nutrition on the school website, and provide nutrient analysis of school menus. School should encourage parents to pack healthy lunches and snacks and to refrain from including food and beverages that do not meet the above nutrition standards. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

The District will provide parents information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parent's efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through the District's website, newsletter or other take home materials, special events, or physical education homework.

Food Marketing in Schools: School-based marketing will be consistent with nutrition education and health promotion. Schools will limit food and beverage marketing to the promotions of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School based marketing of brands promoting predominately low-nutrition foods and beverages are prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of prohibited marketing techniques include the following: logos and brand names on/in vending machines, books, or curricula, textbook covers, school supplies, scoreboards, school structures and sports equipment, educational incentive programs that provide food as a reward.

Marketing activities that promote healthful behaviors (and are therefore allowable) include but not limited to vending machine covers promoting water, pricing structures that promote healthy options in a la carte lines of vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness: SAU 68 highly values the health and well-being of every staff member. The Wellness Committee will strive to develop, promote, and oversee plans to promote staff health and wellness. Plans should be based on input solicited from staff and should encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

6. Monitoring and Policy Review:

The District will maintain a Wellness Committee. The Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include representation from Parents, students, the school's food service program, the School Board, administration, staff member(s) from each school and the public. It is strongly recommended that a physical education and health education teacher be a part of this committee. The District Wellness Committee shall meet no less than three times per school year.

- The Wellness Committee will conduct a baseline assessment of the District's existing nutrition and physical activity environment.
- The Wellness Committee will reassess the nutritional and physical activity environment every three years (triennial assessment). The results of these District-wide assessments will be compiled to help review policy compliance, assess progress, comparison of the District policy to model wellness policies, and determine areas in need of improvement.
- The Wellness Committee will make recommendations to update the District Wellness Policy/Procedures based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The recommendations should include those relating to

provisions of Board policy IMAH. The Board will review and act upon such assessments as required or as the Board deems appropriate.

- The Wellness committee will develop and coordinate wellness initiatives for students and staff in the District.
- The Wellness Committee will be available to coordinate or assist with policy compliance, communication with parents, providing resources for staff, clubs, and organizations to facilitate wellness policy implementation.

School food service staff will ensure compliance with nutrition policies within the food service area and will report on this matter to the superintendent or designee. In addition, the school District will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the District has not received a SMI review from the state agency within the past five years, the District will request from the state agency that a SMI review be scheduled as soon as possible.

7. Recordkeeping:

The Superintendent will retain records related to the Policy, to include at least the following:

- The District Wellness Policy/Procedures;
- The most recent assessment on the implementation of the local school Wellness Policy/Procedures;
- Documentation confirmation annual compliance with the requirement that the District Wellness Policy/Procedures, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy/Procedures; including who is/was involved in each update and method the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

8. Other Activities to Promote Student Wellness:

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, the elementary school will have a yearly winter activities program; the middle school will host at least one wellness hike; and the high school will offer one or more wellness hikes and/or a wellness activities day each school year.

9. Professional Learning:

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

A student may be excluded from the classroom when he/she exhibits symptoms of a contagious or communicable illness, is otherwise a hazard to him/herself or others, or any of the following as determined by the school nurse or in his/her absence the School Principal or designee:

- A temperature of 100.4 F orally.
- Uncontrolled diarrhea.
- Vomiting two (2) or more episodes in a 24 hour period.
- Rash with fever.
- Symptoms and signs of illness i.e. uncontrolled coughing, persistent crying, difficulty breathing, wheezing, or lethargy.

Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made pursuant to Board policy EBCG.

Exclusions based upon hazards other than contagious or communicable disease may only occur with the approval of the Superintendent.

Parents will be notified if their child is excluded from school and provided with criteria for readmission.

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

JLCG: EXCLUSION OF STUDENT FROM SCHOOL FOR ILLNESS

A student may be excluded from the classroom when he/she exhibits symptoms of a contagious or communicable illness, is otherwise a hazard to him/herself or others, or any of the following as determined by the school nurse or in his/her absence the School Principal or designee:

- A temperature of 100.4 F orally.
- Uncontrolled diarrhea.
- Vomiting two (2) or more episodes in a 24 hour period.
- Rash with fever.
- Symptoms and signs of illness i.e. uncontrolled coughing, persistent crying, difficulty breathing, wheezing, or lethargy.

Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made pursuant to Board policy EBCG.

Exclusions based upon hazards other than contagious or communicable disease may only occur with the approval of the Superintendent.

Parents will be notified if their child is excluded from school and provided with criteria for readmission.

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

JLDBB: SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state, and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e. Confidentiality considerations;

- f. Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g. Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

- 1. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
 - c. developing - or assisting individual teachers with the development – of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d. developing or assisting in the development of the annual staff training required under section C of this policy;
 - e. Such other duties as referenced in this Policy or as assigned by the Superintendent.
- 2. Building Suicide Prevention Liaison. The School’s Guidance Counselor, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District’s website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral

intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

- E. Student Identification Cards.** The 988 Suicide and Crisis Lifeline shall be labeled on student identification cards for all students in grades 6-12 and read: 988 Suicide & Crisis Lifeline Call 988. Prior to the start of each school year, the Superintendent shall certify that the contact information for the 988 Suicide and Crisis Lifeline is accurate and up to date.

JLF: REPORTING CHILD ABUSE OR NEGLECT

A. Statutorily Mandated Reporting – All Persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

To report child abuse or neglect to **DCYF, call 24/7 (800) 894-5533** (in-state) or (603) 271-6562. **In cases of current emergency or imminent danger, call 911.**

1. The initial report should contain to the extent known:
 - a. the name and address of the child suspected of being abused or neglected,
 - b. the person responsible for the child's welfare,
 - c. the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),
 - d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
 - e. any other information that might be helpful in establishing neglect or abuse.
2. **Modes of Reporting.** When making a report to DCYF Central Intake, there are 3 modes of reporting that the Central Intake Service Provider will inform you about before you proceed to the actual report. The modes of reporting are:
 - a. Disclosure Allowed – The Caller/Reporter provides all their identifying information to DCYF, and it may be provided to the child's family upon request.
 - b. Disclosure NOT Allowed – The Caller/Reporter provides all their identifying information to DCYF; however, information is redacted in official paperwork provided to the child's family unless the case goes on to prosecution. At prosecution, identifying information in all reports become public record.
 - c. Anonymous – The Caller/Reporter calls the (603) 271-6562 number, blocks their “Caller ID” when calling DCYF, and does not provide any of their identifying information (personal or organizational). If calling anonymously, be sure to get the “Report Number” from Central Intake for your call and document it on the Reporting Form. It is the only proof the caller/reporter made the report to DCYF.

3. Required reporting mode for school employees, volunteers and contracted service providers.

Notwithstanding that state law allows an anonymous mode of reporting to DCYF, it is the policy of the District that employees, volunteers and contracted service providers who are making a report to DCYF regarding a child/family involved with the District make such report using the "Disclosure Allowed" or as "Disclosure NOT Allowed" modes. This will help ensure there is a legal record of the report being made on behalf of the District. If there are concerns about these reporting modes due to potential retaliation from the family or others, consult the Principal for support.

B. Additional provisions relating to school employees, volunteers and contracted service providers.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with an original completed form JLF-F “Child Abuse and/or Neglect Reporting Form” as soon as practicable after the initial report, but in no event longer than one calendar day.

1. Request for Assistance in Making Initial Report.

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

- a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

2. Principal’s Action upon Receiving Report.

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

The Principal shall forward the original completed form JLF-F to the Superintendent within twenty-four (24) hours. If the completed form is not yet available, then the Principal shall forward a written report including the relevant information, such as:

- the identity(ies) of the child(ren) and other persons directly involved in the report (suspected responsible parents or others);
- the identities of siblings or other children in the household of the child(ren) who is the subject of the report;
- information relating to the fact that a report was made to DCYF (e.g. the date, the mode, the person who made the report and the DCYF report number);
- and any other information requested by the Superintendent, law enforcement or DCYF.

The Principal will follow that initial report with the completed, original JLF-F as soon as it is available from the original reporter. Such reports shall be maintained permanently in a separate file within the SAU office and not as part of any involved student's file.

3. Personal Notes of Reports.

Each person with knowledge of a report to DCYF (e.g., the original reporter, the Principal, the Superintendent, etc.) is encouraged to create and maintain personal notes reflecting the information they have relative to the nature of the report, as well as information pertaining to the fact of the report (e.g., the date, time, person making, and mode of the report), and the DCYF report number.

4. Employees/contract providers are also reminded of the requirements to report any act of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7. See also Board Policy GBEAB. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction, or violence.

C. Signage and Notification.

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the Division for Children, Youth, and Families or available from the Granite State Children’s Alliance, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website.

Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the District's website. Finally, the Superintendent shall ensure that Form JLF-F is readily available to all staff members, either in hard copy form, or through the District's or school websites.

D. Training Required.

The Superintendent shall assure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with biennial renewal training thereafter, on the mandatory reporting requirements, this policy, and the materials described in Board policy GBCE and RSA 198:13-a, XII.

JLIE: STUDENT AUTOMOBILE USE

Student use of an automobile on school grounds is a privilege. Careless driving, including speeding, is prohibited and is subject to school disciplinary action. Anyone guilty of careless driving may be reported to the police.

Improper use of a motor vehicle on school grounds can result in suspension from school. Driving a motor vehicle from school grounds during the school day without authorization will be considered improper use of a motor vehicle and will be considered grounds for suspension. Parking at the school is a privilege granted by the school and the privilege will be withdrawn if it is abused. If a student leaves the school grounds in a motor vehicle without authorization, parents will be notified and the student will be subject to disciplinary action up to and including suspension from school.

Automobiles must be parked in the designated parking area. Drivers and their passengers must leave the vehicle as soon as they arrive at school. Students, including the driver, are not allowed in vehicles during school hours, except for arrival, departure, or for pre-approved Junior/Senior release. Additionally, limited school day vehicle access for forgotten items may be permitted on a case by case basis with permission from the main office. School day vehicle access of any kind may be revoked if the privilege is abused.

JRA: STUDENT RECORDS AND ACCESS - FERPA

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

B. "Education Record". For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

C. "Directory Information". For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. Student name(s), address(es), telephone number(s), and date(s) of enrollment;
2. Parent/guardian name(s) and address(es);
3. Student grade level, enrollment status and dates of attendance;
4. Student photographs;
5. Student participation in recognized school activities and sports;
6. Athletic team member weight and height;

7. Post-high school plans; and
8. Student diplomas, certificates, awards or honor(s) received.

Except for elements of a student's directory information which the student's parent or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parent/eligible student. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until September 30 to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. "Personally Identifiable Information". "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including information such as: a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's birth name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student; that would: allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty; or other information requested by a person whom the District reasonably believes knows the identity of the student to whom the education record relates.

E. FERPA Definition of "Parent". For the purposes of this policy, the term parent shall mean and include a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all of their plural or singular forms.

F. Annual Notification/Rights of Parents and Eligible Students. Within the first three (3) weeks of each school year, the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

G. Procedure to Inspect Education Records. Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect.

The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within fourteen (14) days when the request for access is first made. Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.

H. Procedures to Seek Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend." For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. First-level decision. When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
- b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
- c. Forward the written appeal to the Superintendent; and
- d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.

2. Second-level decision. If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the

parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. Third-level decision. If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in Section H.2, above. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3 unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final, except as otherwise provided by law.

4. Parent/Eligible Student Explanation to be Included in Record. Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation regarding the content of the record.

I. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. School officials with a legitimate educational interest A school official may only access student records when the school official has a legitimate educational interest.

- a. "School officials" means persons employed or used by the District to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical staff, school resource officers, and third parties such as contractors, attorneys, consultants, and volunteers. Such third party school officials may access student records provided such persons are:
 1. Under the District's direct control with respect to the use and maintenance of education records; and
 2. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.
- b. "Legitimate educational interest" includes performing a task or engaging in an activity related to (i) one's

regular duties or professional responsibilities, (ii) a student's education (iii) the discipline of a student 9iv) a service to benefit for a student, 9v) measures to support student success, and (vi) the safety and security of the campus.

2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.
5. Organizations conducting certain studies for, or on behalf of the School District. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. Additionally, any such studies must comply with the provisions of Board policy ILD.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. Health and safety emergencies.

J. Maintenance of Student Records and Data. The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person access such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

K. Disclosures Made from Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information;
3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made;
4. The date on which the person or agency made the request; and
5. The interest which the person or agency has in the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and

shall be preserved separately.

KB: TITLE I PARENT INVOLVEMENT IN EDUCATION

The Board endorses the parent involvement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, as well as other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with and distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

- (1) Honor and recognize families' funds of knowledge,
- (2) Connect family engagement to student learning,
- (3) Create welcoming, inviting cultures, and
- (4) Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and /or for families that include a student who receives Title I services (Targeted Schools). At the required annual meeting parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or School Board. These meetings shall be used to:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Title I funding if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

KB-R: TITLE I PARENT INVOLVEMENT

In order to achieve the desired level of Title I parent involvement desired by Board policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

A. Guidelines

Parent involvement activities developed at each school will include opportunities for volunteering; parent education; home support for child's education; parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities

1. Parents

It is the responsibility of the parent to actively communicate with school staff; be aware of rules and regulations of school; take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school; utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to develop and implement a school plan for parent involvement; promote and encourage parent involvement activities; effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to be aware of rules and regulations of the school; utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to facilitate and implement the Title I Parent Involvement Policy and Plan; provide training and space for parent involvement activities; provide resources to support successful parent involvement practices; provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

A complete copy of the School District Policy Handbook can be found at the SAU #68 Administrative Offices and on the School District website at <https://www.lin-wood.org/school-board/policies>.

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