

South Meadow School 2023-2024

Student Handbook



108 Hancock Rd., Peterborough NH, 03458

Principal: Tim Conway
Assistant Principal: Dan Legro

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Expectation of Our School Community

OUR SCHOOL MOTTO

*“A **caring, cooperative, respectful** community of learners”.*

BELIEF STATEMENTS

We believe that South Meadow School has the distinct responsibility of providing learning experiences which enable students, as they approach and begin adolescence, to develop and clarify their ideas about the world and their place in it.

- We believe that family involvement is critical to a student's successful educational experience.
- We believe that in all of our endeavors, students, staff and parents must actively strive to create a caring, cooperative, and respectful community.
- We believe all students are capable of learning and should be held to high expectations.
- We believe all students should be challenged academically.
- We believe that students will develop and integrate knowledge, valuable skills, responsible attitudes and cooperative behavior.
- We believe that learning is a lifelong process.
- We believe that students should learn to use technology efficiently, and responsibly, in a variety of real life situations.
- We believe the curriculum should be integrated wherever and whenever possible.
- We believe service to the community is beneficial to all students.

Acknowledgement of South Meadow Middle School Handbook

In an effort to conserve paper, the South Meadow Middle School Handbook is available through a link on our website <https://sms.convalsd.net> at the bottom of the homepage. Please read through the Handbook, sign and return this paper with your first day packet paperwork.

I, _____ parent/guardian of _____
have read and understand the contents of the South Meadow Middle School Handbook.

Signature of Parent/Guardian

Date

I have also read policy JRA – Student Records, Privacy, Family & Adult Student Rights in this handbook. I understand that I may opt out of allowing directory information to be shared as outlined in this policy. Please check one of the boxes below:

- I opt out of allowing directory information to be shared.
- I agree to allow directory information to be shared in accordance with Policy JRA.

Signature of Parent/Guardian

Date

Letter from the Principal



South Meadow Middle School

108 Hancock Road, Peterborough, NH 03458

603-924-7105 fax 603-924-2064

Sms.convalsd.net

Tim Conway, Principal

Daniel Legro, Asst. Principal

Hello Pumas!

Welcome back to School!

We could not be more excited to welcome students and staff back to school. We have been working hard all summer to plan for the best school year yet at South Meadow School. We learned many new things from the past year, and we are looking to move forward as we build upon our previous experiences.

It is important that everyone take the time to look through the handbook. The handbook has a large amount of information that is important for you to know. The handbook includes general information about the school, school procedures, and district policies.

It is our mission to keep you informed with information throughout the school year. Up-to-date information will be sent to you throughout the year via our eNewsletters and will appear on <https://sms.convalsd.net>, our school district's web page. If you have questions or concerns that arise at any time, please do not hesitate to contact your child's teacher, school counselor, or myself. Together, we will have a great school year!

Sincerely,

Tim Conway
Principal, SMS

ConVal School District- A Letter from our Superintendent

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1**

**CONTOOCOOK VALLEY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road, Peterborough, NH, 03458-1197**

Kimberly Rizzo Saunders, Ed. D
Superintendent of Schools
ksaunders@conval.edu

Ann Forrest, Ed.D.
Assistant Superintendent of Schools
aforrest@conval.edu

Welcome to the 2023-2024 school year!

As the Superintendent of the ConVal School District, I want to personally welcome each of you back to school. The last two years have challenged all of us in many ways. You are fortunate that you are attending a school that recognizes that you are an individual and works to personalize your learning.

This year is your year, you will have the opportunity to do many things that you enjoy and to try new things that will stretch you as a learner and as a person. Maybe you will find that you are an actor, a chef, a photographer, an athlete, or a scholar. Try out for the team, the part, write a story, submit a work of art, or create new software or an app. No matter the choice, there are teachers, counselors, and administrators ready and willing to help you, you need only ask- or just answer when they reach out to you.

The ConVal School District has the desire to help every student succeed no matter the challenges that they face, so ask yourself this question “What does success mean to me?” Once you have answered that question, pursue it relentlessly.

An unknown poet once said “The start of something new, brings the hope of something great”. As the new year begins, my hope for you is that you find a new passion, one that challenges you, fulfills you, and furthers your journey as a student and the person you want to be.

Make it a great year!

Kimberly Rizzo Saunders
Superintendent of Schools

Meet the Staff of SMS

Office

Tim Conway– Principal
Dan Legro – Assistant Principal
Jeanne Bennett– Administrative Assistant
Azaa’a Davis– Administrative Assistant
Stephanie Smart – School Counselor
Ashley AuCoin– School Counselor
Paul Barnes - Custodian

Office

Patricia Harris – School RN
Lydia Price– Student Support Counselor
Amelia Joseph – Special Ed Coordinator
Bernd Foecking – School Psychologist
Nick Hill – IT Systems Administrator
Terry Berna – Technology Integrator

Grade 5

Sandy Baker - Language Arts
TBD - Math
Dorene Decibus - Science
Stephanie Hayes - Social Studies
Koehlaina Coolidge – Special Ed

Grade 6

Ashley Sipe - Language Arts
Ginny Kemp - Math
Colleen Brophy - Science
Nate Townsend - Social Studies
Christina Weston - Special Ed

Grade 7

Amy Iwanowicz – Language Arts
Michelle Hautanen – Math
Sara Norby – Science
Sean Driscoll – Social Studies
Whitney Wheeler – Special Ed

Grade 8

Angela Benedict – Language Arts
Annie Keating – Math
Meredith Lyons – Science
David Allen – Social Studies
Jill Twombly – Special Ed

Specialists

Kate Breen – Family & Consumer Sciences
Elizabeth Fortin – Music/Chorus
Tania Grady – Health
Jacob Watrous - Math Interventionist
Dwain Hammett – IAT
Ed Lowy – Music/Band
Rebecca McLean – Art
Dorris Ellis - Speech Language PA
TBD - Math Interventionist

Specialists

Tod Silegy - Physical Ed
Michele Brezovec – Expanding Horizons Program
Heather Stearns – Library
Derrick Walcott - Math Interventionist
Sarah Russell - Art
Kevin Morneauult - Physical Ed
Laura Dreyer - Math Interventionist
Liz Cohen - Occupational Therapist

Emotional Support Program

Allyson Irvine - ESP teacher
Kayla Rathburn - ESP teacher
Kim Humphrey - Social Worker

Independent Living Skills Program

Jen Greenough - ILS teacher
Julie Anderson - ILS teacher

Paraprofessionals

Brittany Kelly
Tammy Grenier
Claudine Hessmer
Laurie Haggett
TBD

Wanda Knisley
Carrie Hibbard
Jesse Warrington
Cindy Mower
TBD

Heather Delworth
Marlene Werth
Katherine Smullen
Krissie Parisi
TBD

Lauren Kierstead
Cynthia Durham
Liam Baldwin
Lauren Donahue
TBD

School Calendar

180 Student School Days 187 Para Days/ 188 New Para Days 188 Teacher & SSP Days/ 198 New Teacher & SSP Days	ConVal School District 2023-2024 School Year Calendar	Approved: March 7, 2023 Revised: Revised:
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JUL/AUGUST (2 Student School Days)

7/31 thru 8/11 : New Teacher/SSP PD Days
(New Paras Attend Only 1 [TBD])

8/25 & 8/28: All Staff PD Day

8/29: Teacher & SSP Classroom Prep; Para PD Day

8/30: First Day of School

July/August 2023						
S	M	T	W	Th	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	29	30	31		

February 2024						
S	M	T	W	Th	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		

FEBRUARY (17 Student School Days)

2/26 thru 2/29: Winter Recess

SEPTEMBER (20 Student School Days)

9/4: Labor Day Holiday

September 2023						
S	M	T	W	Th	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

March 2024						
S	M	T	W	Th	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						

MARCH (18 Student School Days)

3/1: Winter Recess

3/11 & 3/12: All Staff PD Days

OCTOBER (21 Student School Days)

10/9: All Staff PD Day

October 2023						
S	M	T	W	Th	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				

April 2024						
S	M	T	W	Th	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				

APRIL (17 Student School Days)

4/22 thru 4/26: Spring Recess

NOVEMBER (17 Student School Days)

11/7: Parent/Teacher-SSP Conferences;
PD Day at CVHS; Paras-**NOT** a
Work Day

11/10: Veterans' Day (Observed)

11/22 thru 11/24: Thanksgiving Recess

November 2023						
S	M	T	W	Th	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		

May 2024						
S	M	T	W	Th	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	

MAY (21 Student School Days)

5/24: All Staff PD Day

5/27: Memorial Day Holiday

DECEMBER (16 Student School Days)

12/22: Half-Day Early Dismissal

12/25 thru 12/29: Holiday Recess

December 2023						
S	M	T	W	Th	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						

June 2024						
S	M	T	W	Th	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						

JUNE (10 Student School Days)

6/14: Last Day of School/Early Dismissal

6/17 thru 6/28: *Potential* Makeup Days

JANUARY (21 Student School Days)

1/1: New Year's Day Holiday

1/15: MLK, Jr./Civil Rights Day Holiday

January 2024						
S	M	T	W	Th	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			

	School In Session
	New Staff Professional Development Days
	Professional Development Days - No School
	Teacher & SSP Classroom Preparation Day/Para PD Day
	First Day of School
	Holidays
	Parent-Teacher/SSP Conferences; PD Day at CVHS
	Early Dismissal Day
	Last Day of School - Early Dismissal
	<i>Potential</i> Makeup Days

South Meadow Information

Admission Requirements

School registration may be arranged through the Office of the Superintendent.

ConVal School District, SAU# 1
Office of the Superintendent
106 Hancock Road
Peterborough, NH 03458
Phone: (603) 924-3336 X2032

Transfers – Entering

Parents/Guardians of new students are required to complete a registration packet providing the following:

- current contact information
- proof of residency
- birth certificate with parent(s) name
- proof of custody (if applicable)
- health history/immunizations
- current copies of 504 Plans/IEPs (if applicable).

The registration packet needs to be completed prior to a student starting school. In fairness to the student, the class, and the classroom teacher, we would appreciate that teachers have a minimum of a three day notice prior to a student's entrance.

Transfers – Exiting

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

Immunization/Health Physical Requirements

The State of New Hampshire requires that all students have the proper immunizations before entering school. The ConVal School District requires that all students have a complete physical examination performed within one year prior to or upon first entry into the public school system. If an examination has not been performed within the past year, the school shall accept documentation of an appointment for a physical examination with a licensed Healthcare Provider, within a time determined by the School District for conditional enrollment.

Daily Bell Schedule

Attendance [Block A]	7:15 AM	7:20 AM
Block A	7:20 AM	8:10 AM
Advisory	8:10 AM	8:40 AM
Block B	8:40 AM	9:30 AM
Block C	9:30 AM	10:20 AM
Intervention	10:20 AM	10:55 AM
Block D	10:55 AM	11:45 AM
Lunch/Recess	11:45 AM	12:45 PM
Block E	12:45 PM	1:35 PM
Block F	1:35 PM	2:25 PM
Dismissal	-	-

Absenteeism

District Policy JH (Attendance, Absenteeism, and Truancy) can be found in the policy section of this handbook (also included here two paragraphs down under Absences). When a student is absent or tardy, we request that a parent/guardian call the school at 603-924-7105, use the SMS attendance link on our website, or use PickUp Patrol before 7:10 am to provide the reason for the absence. Voicemail is available 24 hours a day. If a parent/guardian does not inform the school, they will receive an automated call from the office and the child will be listed with an unexcused absence.

SMS website: sms.convalsd.net

PickUp Patrol: <https://app.pickuppatrol.net>

- Our school day for students officially begins at 7:10 am and ends at 2:25 pm.
- Students will be dismissed promptly by 2:25 pm.
- Parent vehicles may not enter the front parking lot between 1:30 pm - 2:25 pm.
 - Students riding the bus will be dismissed first. All students will exit from their assigned door and walk directly to their bus. Once the buses are loaded, they

will depart.

- As the buses are pulling out, parent/guardian pick-ups will be allowed to drive into the parking lot and pick up their student(s) at the designated spot. Students must wait until their ride is at the designated pick-up spot before walking to the car.

Absences

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

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

The Board considers the following to be excused absences:

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

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

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

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

PickUp Patrol

PickUp Patrol is a cloud-based web application that automates the attendance and dismissal process. Parents/guardians will receive a welcome email when school starts with

instructions to set up an account. All absences and dismissal changes can be done via PickUp Patrol <https://app.pickuppatrol.net> until 1:00 pm. After that, all parents must call the school to report dismissal changes. Students who need to change their assigned bus, or ride a bus home with a friend must bring in a note signed by a parent and receive a pass from the office. The same will apply to students being picked up by someone other than a parent.

Academics

South Meadow offers a strong academic program in language arts (reading, writing, spelling and grammar), math, science and social studies. Teachers are responsible for ensuring the total inclusion of all students within these curriculum areas.

- Art
- Music
- Chorus/Band (elective)
- Family and Consumer Science
- Health/Physical Education
- Integrated Art and Technology
- Expanding Horizons Program (EHP)

Integrated projects are an important part of a student's learning experience. Connections are made with diverse subject areas through integrated projects. Each team is responsible for two integrated projects: one in science and one in social studies. Some of the projects have been: Electricity, Harris Center, Civil War, Rube Goldberg, Otter Brook Field Trips, Robotics and Solar Cars to name a few.

Report cards are issued at the end of each quarter.

September – November - 1st Quarter

November – January - 2nd Quarter

January – April - 3rd Quarter

April – June - 4th Quarter

In addition to the four report cards, parent conferences are held at the end of the first quarter of the year. Students' advisors regularly communicate with parents regarding their child.

All teachers meet daily for planning. At least one planning time on a regular basis, either at grade or team level, is with the administration, school counselor, school psychologist, and other support personnel as needed, to plan, coordinate, and/or monitor the academic and social progress of each child.

Advisory

Advisory is a "critical component of middle school because it connects a teacher (the advisor) with a group of students (the advisees) to provide academic and social emotional support and to strengthen the community of the school" (Benson, Clemente, Doner, Holenko, Januszka, & Searles, 2018). At SMS, the time available for Advisory will focus on building relationships, nurturing a growth mindset, and creating a prosocial environment.

South Meadow School Advisors are trained in the Responsive Advisory model. Advisory curriculum will prioritize strengthening community, building relationships, and enhancing students' executive functioning and 21st Century Skills (critical thinking, communication, collaboration, and creativity).

Advisory meets daily for 30 minutes. Time in Advisory may be spent on any of the following:

- Advisor/Advisee conference
- Team building activities
- Team meetings
- Conflict resolution
- Review of Student Handbook
- Review of Technology Expectations
- Anti-bullying curriculum
- Goal-setting and planning
- Responsive Classroom
- Restorative Practice
- Community Service requirements

Athletics and Co-Curricular - Eligibility Requirements

Participation in athletic and co-curricular activities is considered a privilege granted to students. Since students participating in interscholastic teams represent South Meadow School, their academic and behavioral performance should strive to be exemplary. A student's academic performance and/or behavioral performance, while in school or on school grounds, will affect their privilege to participate in such activities.

In order to participate in interscholastic teams or in other co-curricular activities, it is required that the student maintains 65% or greater in all classes. The previous quarter will determine eligibility for the beginning of the current athletic season. If at any point after the season begins, the grade drops below 65% during a reporting period, the student will be ineligible for game participation until the student has demonstrated academic improvement. The student will continue to be a member of the team and allowed to participate in practices and team events.

Any student who is absent from school (or arrives after 11:00 am) will be ineligible for practice or game participation. Any student who receives disciplinary action on the day of a game or practice, will be ineligible to play that day. If a student receives disciplinary action prior to a vacation or a weekend and the disciplinary action is not completed until after the vacation or weekend, then the student is ineligible to participate in practices and games. Coaches, teachers, and administration can determine eligibility for participation in games or practices that exceed the standards of this policy.

Athletics - Interscholastic

The interscholastic athletic program offers students in grades 6 through 8 the opportunity to compete in various sports. All students participating in an interscholastic sport must have a physical exam prior to the first practice.

Sports that may be offered are:

- Fall: Soccer (2 teams, Gr. 6-8)
- Cross Country (Gr.5-8)
- Football (Gr. 6-8)
- Field Hockey (Gr. 6-8)
- Wrestling (Gr. 6-8)
- Winter: Basketball (2 teams, Gr. 6-8)
- Volleyball Club (Gr 6-8)
- Spring: Baseball (Gr. 6-8)
- Softball (Gr. 6-8)
- Track and Field Club (Gr 5-8)

Please Note: Students may participate on another team (outside of school) of the same sport or a different sport during the same season. The SMS team takes priority over all other outside teams. Coaches will send home information regarding all the rules that will apply to this policy. Students must have written permission from a parent to ride home with anyone other than their parent from any school activity. All members of sports programs and co-curricular activities are recognized in appreciation ceremonies which parents are encouraged to attend at the end of

the school year.

Arrival to School

- Bus arrivals and parent/guardian drop-off will begin at 7:10 am. Buses drop off students in the front of the building and parents drop off students in the back of the building. Neither parents nor buses are allowed to drop off students before 7:10 am.
- Parents may park in the back parking lot if they arrive before 7:10 am for drop off.
- After students arrive at school, they may not leave school grounds without permission. This includes walkers.

Students that are Late to School

Students are expected to be on time for school. This means that they are at school and in their first class by 7:20 am. Students that arrive to class after 7:20 am are considered late. When a student is late they will have to report directly to the main office to record the time of arrival and receive a late pass that they will take to class. After a student has five tardies a letter will be sent home. The goal of this notification is to improve the students' time of arrival so that they miss the least amount of class time possible and limit the number of interruptions. If there are an additional three days late to school then the following interventions could be implemented:

- Loss of a privilege.
- Parent notification.
- Conference.
- Other interventions from the Student Code of Conduct.

Exceptions for being late to school can include the following:

- Medical or dental appointment.
- Death in the family.
- Court appointment.
- Other things that align to the excused absence list (see below Policy JH).

Dismissal

Order of dismissal

- Bus (in front parking lot).
- Parent Pick-up (back parking lot) and walkers.

Walker Routine

- Walkers will dismiss from their classroom and proceed directly to their exit door.
- After exiting the building, students will then make their way to either the back lot area (for those that use the path(s)) or to the front area towards the crosswalks.
- Staff will monitor outside locations for safe student behavior.

Early dismissal

When a parent arrives to pick up their child for early dismissal they will either walk into the front of the building to let the office know they have arrived, or they can call the main office to let them know they are waiting outside. Only then will we dismiss your student from class. An office staff member will contact the appropriate classroom and have the student come down to the office for dismissal. The office staff member will verify the adult picking up the student, sign the student out, and the student will leave through the front door. Early dismissal must occur before 1:30 pm. If the dismissal occurs after 1:30 pm the student will be sent out back for pick up. Buses often arrive early and they block up the front parking lot; therefore, dismissing a student at 1:40 pm, for example, to be picked up out front is not an accommodation that we can make. To prevent parents from getting stuck in the parking lots longer then they have to please be aware that between 1:30 pm and 2:25 pm parents are not allowed to utilize the front parking lot.

Bathrooms

When students need to use the bathroom, it is important to remember that only one student should be in the bathroom at a time. Students must sign out/in when they use the restroom by signing out/in on their classroom chromebook log. When at the bathroom they are expected to move the bathroom door sign from "unoccupied" to "occupied" when they enter/exit. It is encouraged that students try to minimize the need to use restrooms during class time by using them before or after outdoor classes, including scheduled outdoor activities like lunch or recess.

Nurse

- When a student requests to see the school nurse, the supervising adult will call or radio the school nurse's office or main office to alert staff that a student needs a visit.
 - If the nurse determines it is appropriate to meet with the student, the student will be given permission to go to the nurse's office with the understanding that the student can safely travel independently. If deemed that the student requires to be escorted, staff can request that when calling the office.
- To limit student visits to the health office, minor first aid injuries will be addressed at the scene by supervising staff.
- The nurse may utilize the window to the hallway to do an initial assessment of the student. If the student needs to be seen for further assessment the nurse will instruct them to go through the front office door to access the health office.
- Daily medication will be given to students at a scheduled time in the nurse's office. Students should not carry medications for any reason without approval from the school nurse.

Bicycles

Bicycles may be left in front of the school in the designated location. Bike locks are advisable. In accordance with NH State Law, all students under the age of 16 riding a bicycle/scooter/skateboard are required to wear a helmet. Safety is paramount so please be extra cautious when riding bicycles before, during and after school.

Books and Equipment

The ConVal School District provides all textbooks and equipment needed by students in order for them to fulfill their obligations. This material is on loan. It is the student's responsibility to be prepared for class with appropriate books and equipment. In cases where books and equipment are lost, damaged, or destroyed in excess of reasonable wear and tear, the student will be assessed an amount equal to the full replacement cost of the book/equipment.

Students need the following items daily:

- Backpack large enough to carry all materials in/out of school daily.
- Water bottle
- Snack & cold lunch (unless purchasing at school).
- Weather appropriate clothing; layers as appropriate.
- Pencils, pens, erasers, colored pencils, highlighters, etc.
- Binder system or notebooks/folders.

Chromebooks

The Chromebooks for 5th and 6th grade will be left at school. Students in 5th and 6th grade should plug their chromebooks in each afternoon, prior to dismissal, in the provided grade level charging carts. Every day, 7th and 8th grade students must bring their chromebooks to and from school. Students should charge their Chromebook each night as chargers are not to be brought into the school.

If a student forgets to charge their chromebook then they should ask their teacher/advisor if they can put their chromebook in the charging cart. Students will not receive an additional charging cord in the event that they have forgotten their charger. If a student forgets their chromebook they will work with their teacher to determine a plan of action. If the student's device cannot be brought to school, a loaner could be provided depending on availability.

If a chromebook needs to be repaired or exchanged a student should notify their teacher who will send an email tech ticket. The student should then bring the device to the Library. A loaner device will be provided during the day until the issue is resolved. Loaner chromebooks need to be returned to the Library at the end of the school day every day (unless prior arrangements are made).

Office Phones for Calls at School

Students are permitted to use the office phone to make phone calls to their parents or guardians during school hours. Use of the office phone is granted first by the teacher of the instructional period, and second by office staff. Students can be denied use of the office phone, if it is not an emergency and/or is a disruption of the education process. Classroom phones should never be used for personal phone calls by students, unless it is for emergency purposes. Improper use of school phones can lead to disciplinary action.

Student Cell Phone and other Electronic Devices

Cell phones and other electronic devices are not allowed to be used or visible out. This applies during school hours, on field trips, and similar school events. They are distractions, impede academic performance, create social dilemmas, pose health concerns, and can quickly lead to many outcomes that are of safety concerns.

In the rare occurrence that a student uses their cell phone or it is visible the following procedure will be followed:

1st Occurrence: Students receive a warning that their phone/device is not to be visible or used. They will be asked to put the phone/device away in their bag.

2nd Occurrence: Students receive a second warning that their phone/device is not to be visible or used. They will be reminded that if there is another occurrence then the phone/device will be sent to the office for the rest of the day.

3rd Occurrence: Device sent to the office and student picks it up at the end of the day.

4th Occurrence and thereafter: The student will drop off their cell phone/device in the office and a guardian will be responsible for picking up the cell phone/device.

Recess

Research shows that adolescents benefit from regular exercise and fresh air! With this in mind, we attempt to hold outside recess for our students on a daily basis. Because New Hampshire weather can change quickly, it is important that students have adequate clothing to participate in recess. Students will go outside if the temperature is above 10 degrees Fahrenheit. This takes into consideration the windchill factor.

Co-Curricular Activities and Interscholastic Athletics

The purpose of the educational program is to provide each student with the opportunity to develop to the full extent of her/his capabilities. The co-curricular program offers excellent supplementary educational settings that also may be utilized to achieve this aim. All students are encouraged to take advantage of these opportunities to develop academic, athletic, social, and leadership skills by participating in at least one of the following activities that may be offered.

Art Club, Book Club, Chess Club, Tabletop Gaming, Cooking Club, Yeti Club, Science Club, Lab Girls, Culture Club, Student Council, Jazz Band, Competition Robotics, Webcasting, Peer Mentor, Drama, Running Club, NHDI, Garden Club, Select Chorus, Interscholastic Sports, and Special Olympics. See the Athletics section of this handbook for additional sports offerings.

Community Service

Students will be offered opportunities to complete community service hours throughout the school year. This may include completing some hours at school and some hours outside of school.

Suggestions for # of hours:
5th Grade - 5 hours
6th Grade - 10 hours
7th Grade - 15 hours
8th Grade - 20 hours

Dress Code

The following guidelines are in effect:

- Tops must have shoulder straps.
- Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict or imply pornography, nudity, or sexual acts.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Sunglasses may not be worn inside the building.
- Clothing and accessories that endanger student or staff safety may not be worn.
- Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.
- Any clothing or related paraphernalia, such as capes, bathrobes, blankets, etc., that in the school's opinion represents a distraction to the educational environment is prohibited.

The administration reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

Expanding Horizon Program (EHP)

The EHP program is open to all students at SMS and is intended to expand on what the students learn in the regular classroom. EHP takes place during the day, and students may miss a class or two for which they need to make sure they complete the work. Students are

expected to do the work assigned and if they have difficulty keeping up with the work, they will be asked to leave the program. The subject area may change from quarter to quarter depending on the interests of the student body. Students are notified of the areas being offered at the beginning of each quarter and then they are to fill out an application to get into the program. A project may be required as part of the application process. The EHP program plans to offer the following activities this year: simple machines, SPIKE robotics competition, SPIKE for beginners, VEX robotics, 3D printing, photography/yearbook and peer mediators.

Assist Room

The Assist Room is a place where students can go if they are having a hard time with something and/or seem not ready to learn. Students must have teacher permission to access the Assist room. Assist is an SEL (Social Emotional Learning) environment designed to help/guide students to own their behavior and get back on track, so they can return to class as soon as possible. This is a space designed to meet individual student needs. Assist is a space for students that need to access support that does not necessarily involve the principal's office. The Assist room is across from the office, inside the cafeteria, on the right hand side as you enter from the front.

Health

Any student who needs to take prescription medication while at school must have a permission slip signed by a physician and a parent/guardian. Medication must be delivered to the nurse by a parent/guardian or other adult. **All medications must be delivered to school in the original pharmacy container.** If a student needs an over-the-counter medication, a permission slip signed by the parent/guardian and possibly the physician is required. The medication must be delivered to school in a new, unopened container. As with prescription medication, this must be delivered to the nurse by an adult. Students are not allowed to carry any medication. The exceptions to this rule are asthma inhalers and epi-pens. In order for a student to carry this medication, the parent and physician must sign the medication form requesting specific permission to carry the medication. The nurse will meet with the student to assure knowledge and competency of self-medication. All medication must be picked up by the last day of school. If this is not possible, please call the nurse to make arrangements. All remaining medications will be discarded. Students are not allowed to share any prescription or over-the-counter medication with any other student.

Latex Policy

Due to the rise in latex allergies, South Meadow School has instituted a proactive policy. In order to keep students and staff safe and healthy, we will no longer allow latex balloons, latex gloves, Koosh balls, or other similar products in the building. This notice is posted on all entrances to the building.

Library Learning Commons

The Library Learning Commons (LLC) is centrally located in the building and serves all members of the South Meadow School community. In addition to providing an excellent book

collection, the LLC offers a variety of activities for curious minds and serves as the digital technology hub for staff and students.

Intervention

Each day at South Meadow School students will participate in academic and social emotional interventions outside of their scheduled Advisory. During this time of day students might also be involved in enrichment activities. Students are scheduled for intervention activities through an intervention committee. Interventions last for a period of 6 weeks which includes a pre and a post assessment to measure progress.

Lockers and Personal Property

All school supplies and personal belongings will be stored in a backpack. Lockers will only be utilized during inclement weather to store foul weather gear. Students will be expected to take belongings home on a daily basis. Students may carry backpacks to and from classes if needed.

Breakfast

Breakfast is available for all students. The #1 thing that all top scholastic achievers have in common is eating a healthy breakfast!

Lunch

Lunch period is a time for relaxing as well as eating. Students can receive a school lunch when they are unable to pay. They will be charged and a bill will be sent home. Free and reduced school lunch forms are given at the time of enrollment and additional copies can be obtained at the front office.

Parent Portal

Power School is a web-based student information system that provides teachers, administrators, and parent's up-to-date information on student attendance, grades and schedules. The parent portal can be accessed by going to this website, <https://conval.powerschool.com/public/>

Philosophy of Assessment

Our goals are for students to develop and integrate knowledge, valuable skills, responsible attitudes and cooperative behavior. The purpose of assessing students is to collect and report information on individual student growth, achievement and behavior. Assessment is a continuous, descriptive, qualitative and quantitative process. All students will participate in the fall, winter and spring standardized testing.

Report Cards and Honor Roll

Report cards are issued four times a year. All courses are graded on an A-F scale.

Numerical equivalents are:

A+	97 -100	C+	77 - 79
A	93 – 96	C	73 - 76
A-	90 – 92	C-	70 - 72
B+	87 - 89	D+	67 - 69
B	83 – 86	D	63 - 66
B-	80 – 82	D-	60 - 62
		F	below 60

Effort and Conduct:

- 1 = Superior
- 2 = Above Average
- 3 = Average
- 4 = Needs Improvement
- 5 = Unsatisfactory

Honor Roll

In grades six, seven and eight, the honor roll exists to recognize achievement. All courses count toward the honor roll. This system reflects our belief that all aspects of student learning are worthy of recognition. The following is the criteria for Honor Roll in grades six through eight:

High Honors

1. All grades must average 3.60 or higher
2. All grades must be “B” or higher

Honors

1. All grades must average 3.0 - 3.59
2. Only one grade of “C” is allowed. All other grades must be higher.

A+ = 4.33	A = 4.0	A- = 3.67
B+ = 3.33	B = 3.0	B- = 2.67
C+ = 2.33	C = 2.0	

Honors High Honors (Principal’s Club)

Nothing lower than a "B" and only one allowed per quarter.

Advance Math Placement

Criteria for advancing to 8th grade math as a 7th grader:

Completion of required summer work before the start of the school year and meeting three of the following benchmarks:

- Teacher Recommendation: referencing Habits of Work and Grades
- NWEA above 85% percentile
- SAS level of 540 or higher on the 6th grade Math Summative
- End of year 6th grade AimsWeb Computation at a level demonstrating automaticity

Incomplete

Students who fail to complete all assigned work due to absences may be given an "Incomplete" (Inc) for a grade. The student must make up incomplete work during the first two weeks of the next quarter.

Teachers, with the approval of the administration, may extend these limits and continue the "Incomplete" until the work is made up. All course work not completed will be given a failing grade and averaged with the completed work in determining the quarter grade.

Minimum Grading

Students at South Meadow School who do not submit assignments will have an appropriate grade that reflects not doing the work. At the end of a quarter any student whose grade is below 50% will have it increased to 50% per teacher and administrator discretion.

Example: If a student earns 32% in math for the quarter the teacher will change the grade to 50% and write in the comment box: "weighted grade 32%

Student Placement (Promotion/Retention)

Refer to Policy [IKE](#)

It is helpful for parents and students to be aware of the criteria for placement to the next grade:

1. Regular attendance
2. Passing grades in coursework
3. Age-appropriate social development

These criteria will be reviewed at the end of the second quarter and at the midpoint of the third quarter. The final placement decision, with input from parents, staff and the student, will be made by the principal considering the individual student's accomplishment in relation to grade level expectations.

School Counseling Program

The School Counseling Program is available to all students, their families and staff. School staff provide counseling at South Meadow. An advisor is assigned to each student in grade 5 - 8 to monitor progress, facilitate success and maintain parent communication. Counselors are used as a resource to the advisory process for students, parents and teachers.

The Counseling Program includes community and agency contact, collaboration on sensitive topics and crisis intervention.

Counselors meet students individually and in small groups on a short term/as needed basis to provide support in a variety of areas. Counselors are available to teaching staff to co-teach classroom lessons which deal with issues of character and citizenship as well as to consult on individual students. Parent collaboration is a significant component of student success,

and counselors encourage parents to use them as a sounding board or problem-solving resource.

Students may contact counselors through an advisor or teacher, or sign up for an appointment directly at the counselor's office. Parent and teacher referrals are always welcome. Feel free to call or stop by to make an appointment.

School Parent Support Network

Parents and other interested community members are involved with helping in classrooms, organizing special activities, assisting with team projects, serving as resources for curriculum projects and many other activities.

Skateboards / Rollerblades / Roller Skates

Skateboards and rollerblades should not be brought to school. Use of skateboards or rollerblades on school property is prohibited.

Snow / Weather Policy

The School Board has adopted a two-hour delayed opening policy as well as school closing. You will receive an AlertNow phone call on your primary telephone number with a message from the superintendent of schools with pertinent information about cancellations or delays.

The following television and radio stations will also make the announcement:

WMUR Channel 9

AM: WBZ- 1030, WKBK- 1220

FM: WJYY - 105.5, WKXL - 102.3, WZID - 95.7, WKNE - 103.7, WNHQ - 92.1

If a delayed opening is announced, please continue to listen to the radio station. A delayed opening could be changed to a school closing if the road conditions do not improve.

Social Events

Social events are held each year for all grade levels. When school is in session, during October through April, SMS will have Friday Roller skating. More details are forthcoming.

Social events are a privilege granted to all appropriate school citizens who maintain adequate school attendance and satisfactory adherence to school policies. Any student who does not follow these guidelines may not be allowed to participate. This will be at the discretion of the teachers and administration.

Extended Learning Opportunities

The Board encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships,

community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of Extended Learning Opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ Extended Learning Opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies. Mrs. *Stephanie Smart* is the ELO Coordinator for the South Meadow School. She can be reached at ssmart@conval.edu.

Student Behavior / Social Decorum

Students are responsible for their behavior. They should act in an appropriate manner at all times in school, on field trips and school related events. This means that boisterous noises, rough housing or fighting, name-calling, swearing, obscene language or gestures, or disrespect to students, staff or facilities will not be tolerated. As well, students have the right to avoid embarrassment caused by the inappropriate behavior of others. Students may not hug, kiss or have any type of close body contact with another student.

Bus Information - STA ConVal (924-9211)

The following bus rules are for your safety as well as the safety of others. All rules are strictly enforced. Students who chose to misbehave on the bus may be suspended from riding the bus.

1. Stay in your seat.
2. Be quiet enough so you can hear the bus driver speak.
3. Keep your hands and feet to yourself.
4. Food and drinks are not allowed.

Care of School Facilities

All students should take pride in their school and themselves so that no damage or destruction occurs. Students responsible for defacing lockers, desks or other school property will be referred to the assistant principal.

Courtesy

Being courteous to everyone is a respectful practice at our school. Each of us should strive to be considerate of others at all times, and each student should respect teachers' judgments. Students are to treat all adult employees of the school with courtesy, and are to follow requests or directions given by them. Being rude, unwilling to follow expectations, or insubordination will result in disciplinary action.

Remember: Please, Thank you, and Excuse me.

Gum

Gum chewing is not allowed.

Inappropriate Language

Students will use appropriate language in all settings while in school. This means that name-calling, swearing, obscene language, gestures or disrespect to students and staff will not be tolerated.

Vandalism

The willful destruction or defacing of lockers, desks or other school property will not be tolerated. Students may be suspended until restitution is made. Police may need to be notified.

Student Code of Conduct

South Meadow operates using PBIS (Positive Behavior Interventions and Support) and PBIS Rewards as its model for promoting a positive learning culture for the school. PBIS is a school wide behavior system designed to support school rules and policies in a consistent positive manner. This program utilizes SWIS/Power School (School-Wide Information System) system to track behaviors and consequences throughout the building. This results in the ability for the school to work on creating positive change in any area that may need it. In the years since implementing PBIS, positive rollouts have been made to address the following areas: Class Tardiness, Assembly Expectations, and Respect in the Halls.

South Meadow School utilizes **PBIS Rewards** which is a technology-based program, to help us with our positive behavior incentive program. To find out more about the PBIS Rewards program and technology, please click here: <https://www.pbisrewards.com>.

We believe that:

- Every student has the right to be physically and emotionally safe at school.
- It is possible to create classrooms and schools where a climate of safety and respect enables all students to thrive and succeed.

Students are expected and encouraged to:

- Act in a caring, cooperative and respectful manner.
- Support the educational process with appropriate behavior.
- Share their concerns about policy and procedure appropriately and effectively.
- Cooperate with school personnel and others.
- Refrain from violence, threats, and harassment.
- Attend class (being aware of one's schedule is each student's responsibility) and arrive on time.
- Identify themselves by name if requested by staff.
- Use appropriate language.

- Follow school rules and the directions of staff.

Values Statement

Caring, Cooperative, Respectful. These three basic principles are what SMS is all about. Practicing them and expecting them from others contributes to the positive, safe school environment that exists in our school. Everyone at SMS expects to act in a caring manner, not only to one another but to the school and property itself. It is also expected that people at SMS cooperate with one another and by having an honest effort to do so it will lead to increased student happiness and achievement. Lastly, everyone at SMS must behave in a respectful manner. To earn respect, we must consistently show respect to one another. Staff will discuss these expectations with students and help them to learn specific ways in which they can demonstrate caring, cooperative and responsible behaviors.

<i>I can show what it means to be a PUMA...</i>	CARING	COOPERATIVE	RESPECTFUL
In The Classroom	Thoughtful, kind, show empathy	Sign-in/out, follow directions, accept roles/tasks	Welcome everyone, listen to everyone, maintain personal boundaries
At Recess	Be welcoming, report concerns, help others	Follow rules of the games, stay in area, resolve conflicts	Exhibit good sportsmanship, respect personal boundaries
In The Common Areas, Hallways and Atrium	Be aware of others, inside voices, be courteous	Walk single file, follow directions	Clean up after self, hands to self
At Lunch	Clean up after self, inform staff of spills, throw away trash	Line up in front of the lunch cart single file, listen to teachers	Use please and thank you, be patient, stay socially distant
In The Gymnasium	Be kinds to others, include everyone	Follow directions put away equipment	Report injuries, take care of equipment
In The Bathroom	Respect others privacy, keep area clean	Report concerns, proper use of materials	Wash hands, use facility as intended
In The Library	Use materials appropriately	Sign-out materials, return materials	Put materials in correct place, share
In The Bus Loading Area	Walk, go directly to bus	Wait your turn to get on bus	Follow adult requests
In The Parking Lot	Maintain safe	Drop off is out back	Wait on sidewalk for

	distance from cars	at top lot	rides
On The Bus	Inside voices, help others, be safe	Listen to driver, stay in seat	Follow bus rules, keep bus clean
During Assemblies, Field Trips/Special Events	Positive about others, quality audience	Stay with group/adult, follow directions	Show appreciation, applaud at appropriate times.
In Athletics/ Co-curricular Activities	Positive sportsmanship	Listen to coaches and officials	Ambassador for SMS
At My Locker	Keep all items in locker	Close door quietly	Clean out regularly
In The Computer Lab	Keep drink/food away	Use for school work	Hands to yourself

School Discipline Guidelines and Procedures

Expectations of appropriate school behavior extend to all classrooms, school grounds (including athletic fields and parking lot), bus travel, as well as visiting school sites, and off campus sites when participating in school sanctioned activities.

Students are to be held responsible and accountable for their actions and appropriate interventions and consequences will be administered using a graduated approach to the extent possible based on the offense. Students facing discipline will be afforded all due process rights given by law ([School Policy JIA](#)). This includes giving the student the opportunity to hear the accused's concerned behavior and be given the opportunity to present their side of the story and defend their conduct.

In the event of Long Term Suspension or Expulsion, students have the right to a hearing that meets the requirements of Ed. 317.04 (f) (g). In administering all consequences – Remediation, Reflection, and Restoration Practices will be used in lieu of suspension or expulsion when deemed appropriate. Exceptions to this could be when violence, bullying, weapons, and safety and welfare of students and staff are of concern. All suspensions and expulsions will be carried out according to statute – [RSA 193:13](#). Also, in accordance with this statute, any student that accumulates more than 10 days of suspension will have an Intervention Plan developed that will “proactively address the problematic behaviors.”

Potential List of Interventions and Consequences

The following is a list of possible interventions/consequences that may be administered for student discipline offenses. It should be noted that a graduated consequence will be used to the extent possible and more serious infractions may use a variety of interventions/

consequences from the four tiered list below (Levels 1-4). For example: a student has engaged in a physical fight - the student may receive an Out of School Suspension (Level 3) and also a Required Counselor Intervention (Level 2). Although this list is comprehensive, it is not all-inclusive. Our goal is to respond to student behavior in ways that best meet the needs of students... it should not deter from developing actions/consequences that may be more responsive to the needs of a student.

Level I Behaviors and Responses

Classroom teachers and/or staff members on duty will respond to Level I behaviors with targeted consequences and interventions.

Level I Behavior	Definition	Response
Inappropriate Language	Student engages in rude, negative comments including profanity, written messages, or actions that are NOT directed at anyone.	If a first offense, the response will include at least one of the consequences or interventions listed below.
Defiance/ Non-Compliance	Student purposefully display overt disregard to a personalized adult request that does NOT involve a safety concern (e.g., not starting classwork, not willing to be part of an instructional group).	If a second offense, the response will include parent contact and at least one other consequence or intervention.
Disrespect (student to adult)	Student engages in rude and/or negative comments, written messages, or actions toward adults (e.g., rolling eyes, sighing, muttering words under breath).	Possible Consequences: <input type="checkbox"/> Parent Contact (Teacher) <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Academic Consequence <input type="checkbox"/> Restitution/Community Service Possible Interventions: <input type="checkbox"/> Conference with Student <input type="checkbox"/> Conference with Parent <input type="checkbox"/> Individualized Instruction
Disruption	Student engages in behavior that briefly interrupts the education process (e.g., talking while others are talking, constant verbal comments).	
Physical Contact	Student engages in unacceptable physical contact with another person (e.g., play fighting, rough housing, invading personal space) that is not intended to do harm.	
Property Misuse	Student does not use material/equipment for its intended use (e.g., pencils/paper as airplanes, writing on desks, tearing up your own work).	
Deceiving or lying to a staff member	Student delivers message about something they did that is untrue and/or deliberately lies about something.	
Technology Violation	Student intentionally visits a website that has not been sanctioned or agreed upon by the supervising staff member. In this	

	case, the website is not harmful or concerning other than the student should not have gone there.	
The above listed behaviors and responses are not an all-inclusive list. Instead, it represents common Level I behaviors. Additional Level I behaviors and responses will be identified and implemented as needed.		

Level II Behaviors and Responses

Classroom teachers, staff members on duty, and/or administrators will respond to Level II behaviors with targeted consequences and interventions. Level II behaviors are either a single incident that is more serious in nature than a Level I behavior or repeated incidents of Level I behaviors.

Level II Behavior	Definition	Response
Skipping Class	Student intentionally does not attend a class.	Response to behavior will include at least one consequence and one intervention. Additionally, the behavior and response will be entered into the SWIS, the District's behavior data management system. Possible Consequences: <input type="checkbox"/> Parent Contact (Teacher) <input type="checkbox"/> Parent Contact (Administrator) <input type="checkbox"/> Letter to Parent <input type="checkbox"/> Lunch Detention <input type="checkbox"/> After School Detention <input type="checkbox"/> Reflection Essay/Apology <input type="checkbox"/> Restitution/Community Service <input type="checkbox"/> Loss of Privilege Possible Interventions: <input type="checkbox"/> Conference with Student (Teacher) <input type="checkbox"/> Conference with Student (Admin.) <input type="checkbox"/> Conference with Parent (Teacher) <input type="checkbox"/> Conference with Parents (Admin.) <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Restorative Meeting <input type="checkbox"/> Reflection Essay/Apology <input type="checkbox"/> Check In / Check Out <input type="checkbox"/> Consultation with behavior specialist <input type="checkbox"/> Team Based FBA <input type="checkbox"/> Target Group Meeting
Inappropriate Language	Student engages in rude, negative comments including profanity, written messages, or actions that are NOT directed at anyone.	
Defiance/ Non-Compliance	Student purposefully display overt disregard to a personalized adult request that does NOT involve a safety concern (e.g., refusal to put away electronic devices when asked).	
Disrespect (student to adult)	Student engages in rude and/or negative comments, written messages, or actions toward adults (e.g., Student calls teacher name under their breath as they walk away).	
Disruption	Student engages in behavior that briefly interrupts the education process (e.g., two boys throwing paper airplanes at each other).	
Physical Contact	Student engages in unacceptable physical contact with another person (e.g., two students "horsing" around causing chairs to fall over) that is not intended to do harm.	
Property Misuse	Student does not use material/equipment for its intended use (e.g., Student caught sliding	

	down stair rail).	<input type="checkbox"/> YEES Services - Youth Employment and Empowerment Services - this may assist with community services, site visits, etc. <input type="checkbox"/> Schedule Modification
Lying/Cheating/Plagiarism	<p>Student delivers a message about something they did that is untrue.</p> <p>Students deliberately cheats on schoolwork or substitutes someone else's work as their own.</p>	
Technology Violation	Student intentionally visits a website that has not been sanctioned or agreed upon by the supervising staff member. In this case, the website is not harmful or concerning.	
<p>The above listed behaviors and responses are not an all-inclusive list. Instead, it represents common Level II behaviors. Additional Level II behaviors and responses will be identified and implemented as needed.</p>		

Level III Behaviors and Responses

Administrators need to be involved in responding to Level III behaviors as they are more severe and may warrant suspension, restitution, police involvement, and community resources.

When considering the use of suspension as a consequence, administrators may only suspend students from school if the superintendent documented in writing that they are a “designated representative.” Furthermore, administrators may only suspend pupils from school for a period not to exceed 10 consecutive school days for:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- Repeated and willful disregard of the reasonable rules of the school (CAN ONLY TAKE PLACE IF “graduated sanctions” have not worked.)

Additionally, when considering the use of suspension, administrators need to ensure that they provide due process. Minimum due process for short-term suspensions must include:

- A meeting with the student during which the student must be informed at the outset of the meeting of the meeting's purpose including the possibility of a short-term suspension;
- Oral or written notice of the charges and an explanation of the evidence against the student, which may be provided at or before this meeting;
- An opportunity for the student to present their side of the story; and
- A copy of the Office Referral Form to the student and at least one of the student's parents or guardian explaining any disciplinary action taken against the student.

Level III Behavior	Definition	Response
Abusive Language	Student engages in intentional negative or unkind comments, written messages, or	Response to behavior will include at least one consequence and one

	<p>actions that are directed toward peers or staff.</p> <p>Student engages in profanity directed at a person.</p> <p>Student engages in threatening comments, written messages, or actions directed at a person.</p>	<p>intervention. Additionally, the behavior and response will be entered into the SWIS, the District's behavior data management system.</p> <p>Possible Consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In House Suspension (Up to 3 Days) <input type="checkbox"/> Out of School Suspension (Up to 5 Days) <input type="checkbox"/> Out of School Suspension (6-10 Days) <input type="checkbox"/> Parent Contact (Administrator) <input type="checkbox"/> Police Report <input type="checkbox"/> Letter to Parent <input type="checkbox"/> Multiple After School Detentions <input type="checkbox"/> Reflection Essay/Apology <input type="checkbox"/> Restitution/Community Service <input type="checkbox"/> Loss of Privilege
Defiance/ Non-Compliance	Student purposefully displays overt disregard to a personalized adult request and raises a potential safety concern.	
Disrespect (student to adult)	Student engages in direct, rude and/or negative comments, written messages, or actions toward adults.	
Disruption	Student engages in intense and persistent behavior that totally stops the education process.	
Physical Aggression	<p>Student engages in unacceptable physical contact with another person (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching) that is intended to do harm.</p> <p>Student engages in unacceptable and dangerous physical actions that are directed at another person and intended to do harm (e.g., intentionally throwing objects at another that may or may not end up hitting the person)</p>	<p>Possible Interventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conference with Student (Teacher) <input type="checkbox"/> Conference with Student (Admin.) <input type="checkbox"/> Conference with Parent (Teacher) <input type="checkbox"/> Conference with Parents (Admin.) <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Restorative Meeting <input type="checkbox"/> Reflection Essay/Apology <input type="checkbox"/> Check In / Check Out <input type="checkbox"/> Target Group Meeting <input type="checkbox"/> YEES Services - Youth Employment and Empowerment Services - this may assist with community services, site visits, etc. <input type="checkbox"/> Schedule Modification <input type="checkbox"/> Consultation with behavior specialist <input type="checkbox"/> Team Based FBA <input type="checkbox"/> Wrap Around Services <input type="checkbox"/> Risk Assessment
Property Damage/ Vandalism	Student participates in an activity that results in purposeful destruction or disfigurement of property/ materials/equipment.	
Lying/Cheating/ Plagiarism	<p>Student delivers a serious accusation about someone else that is untrue.</p> <p>Repeated offense of a student deliberately cheats on a quiz or a test.= or substitutes someone else's work as their own.</p>	
Technology Violation	<p>Student intentionally accesses an inappropriate website (e.g., obscene, violent).</p> <p>Student intentionally shares or views an inappropriate website (e.g., obscene, violent).</p>	

Fighting	Student is actively involved in participation in an incident involving physical fighting or violence.	Minimum Response for Physical Aggression or Fighting: <input type="checkbox"/> 1-day suspension
Harassment and Bullying	Student engages in continued unwanted and annoying actions towards another. The interactions between the two students do not include an imbalance of power.	
Theft	Student possesses or removes the school's or someone else's property without permission with the intent to not return it.	
The above listed behaviors and responses are not an all-inclusive list. Instead, it represents common Level III behaviors. Additional Level III behaviors and responses will be identified and implemented as needed.		

Diversity/Equity/Inclusion

It is the policy of South Meadow School to maintain a learning environment that is free from discrimination based on race, religion, disability, gender identity or relationship preference (Policies AC, ACAC, ADD, JICK). South Meadow School prohibits any form of race, religion, disability, gender identity, or relationship orientation harassment and violence.

For purposes of this procedure, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color when:

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities.

For purposes of this procedure, gender identity harassment of a student consists of verbal or physical conduct relating to an individual's gender identity when:

1. The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities.

For purposes of this procedure, relational orientation harassment of a student consists of verbal or physical conduct relating to an individual's relationship orientation when:

1. The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities.

For purposes of this procedure, disability harassment of a student consists of verbal or physical conduct relating to an individual's disability when:

1. The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities.

For purposes of this procedure, religious harassment of a student consists of verbal or physical conduct relating to an individual's religion when:

1. The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities.

For the purposes of this procedure, national origin harassment of a student consists of verbal or physical conduct relating to an individual's nationality when:

1. The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or interfering with an individual's academic performance; or
3. Harassing conduct otherwise adversely affects an individual's learning opportunities

Behavior	Description	Interventions and Responses (by category)
Discriminatory	Level 3: Student engages in discriminatory	<u>Minimum response for level 3:</u>

Language	<p>comments including profanity, written messages, or actions that are NOT directed at anyone</p> <p>OR</p> <p>Student engages in discriminatory comments including profanity, written messages, or actions that are directed at someone but are not determined to be malicious.</p> <p>Level 4: Student engages in intentional discriminatory comments, written messages, or actions that are directed toward peers or staff and determined to be malicious.</p>	<p>Level 1 response and at least 1 day in-school-suspension.</p> <p><u>Minimum response for level 4:</u></p> <p>Level 1 response and at least 1 day out-of-school suspension.</p>
		Restorative practices may be offered to the student and the family in lieu of minimum responses.

Level IV Targeted Intervention High Level

Level IV Behaviors are acts of Theft, Destruction, or Violence as defined by RSA 193-D. Bullying incidents when the student has not responded to targeted interventions and poses an ongoing threat to the welfare of another student. Possession of a firearm or dangerous weapon also falls into this category. Level IV is for concerns over the safety of the school community.

Level IV Behavior	Definition	Response
<p>An act of Theft, Destruction, or Violence as defined by RSA 193-D and or 193:13.</p>	<p>First or second degree assault</p> <p>Simple assault</p> <p>Criminal Mischief under RSA 634:2</p> <p>Unlawful possession or sale of a firearm or other dangerous weapon</p> <p>Arson</p> <p>Burglary, Robbery, and Theft under RSA 634:1, 635, 636, 637</p> <p>Illegal Possession of a controlled drug under RSA 318-B</p> <p>Criminal Threatening under RSA 631:4</p>	<p>Response to behavior will include at least one consequence and one intervention. Additionally, the behavior and response will be entered into the SWIS, the District's behavior data management system.</p> <p>Possible Consequences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Out of School Suspension (Up to 20 days) <input type="checkbox"/> Expulsion <input type="checkbox"/> Police Report <p>Possible Interventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conference with Student

	<p>Possession and/or use of tobacco products.</p> <p>Bullying when student has not responded to previous interventions and or consequences and poses an ongoing threat to the safety and welfare of another student</p>	<p>(Admin.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conference with Parent (Teacher) <input type="checkbox"/> Conference with Parents (Admin.) <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Restorative Meeting <input type="checkbox"/> Reflection Essay/Apology <input type="checkbox"/> Check In/ Check Out <input type="checkbox"/> Consultation with behavior specialist <input type="checkbox"/> Team Based FBA <input type="checkbox"/> Target Group Meeting <input type="checkbox"/> YEES Services - Youth Employment and Empowerment Services - this may assist with community services, site visits, etc. <input type="checkbox"/> Schedule Modification <input type="checkbox"/> Wrap Around Services <input type="checkbox"/> Risk Assessment
<p>The above listed behaviors and responses are not an all-inclusive list. Instead, it represents common Level III behaviors. Additional Level IV behaviors and responses will be identified and implemented as needed.</p>		

VIOLATIONS OF SUBSTANCE ABUSE

Refer to Policy [JICH - Alcohol and Substance Abuse](#)

I. First Offense

Illegal possession or use of a substance; attempting to secure and/or purchase a substance that could cause a mind altering experience, may result in the following sanctions:

If the student accepts up to 3 counseling sessions:

- Up to 5 days internal or external suspension
- Parent/guardian notification
- Police notification

If the student will not accept counseling:

- Up to 10 days internal or external suspension
- Parent/guardian notification
- Police notification

II. Second Offense

If the student accepts up to 6 counseling sessions:

- 5-10 days internal or external suspension
- Parent/guardian notification
- Parent/guardian meeting or re-entry meeting to determine the need for outside referrals for substance abuse/addiction treatment
- Police notification

If the student will not accept counseling:

- Minimum 10 day internal or external suspension
- Referral to Superintendent's office
- Parent/Guardian notification
- Parent/Guardian meeting or re-entry meeting to determine the need for outside referrals for substance abuse/addiction treatment
- Parent/Guardian notification

For Violations II and III, a reentry plan must be developed upon his/her return to school. Reentry plan meetings will include the student, the parent/guardian, an administrator, the school counselor/student assistance counselor, and teacher(s), if possible. Additional participants may be invited to attend. The plan must address, but is not limited to, behavior expectations, participation in counseling, academic expectations and any other activities that will allow for positive reentry to school.

If the substance or circumstance carries a higher threat of potential lethality, the administrator reserves the right to send it to the superintendent's office for disciplinary determination.

Meeting with the Superintendent's office can result in:

- Expulsion for up to 365 days
- Options for long term treatment
- Required documentation of treatment for reentry

III. Intending or attempting to sell and/or distribute illegal drugs, controlled substances or alcohol will result in the following sanctions for any offense:

- Parent/guardian notification
- Police notification
- A Student shall be referred to the superintendent who may recommend to the School Board that s/he be expelled for a period not to exceed 365 days. Suspension beyond ten days and/or expulsion will be determined in accordance with district and federal guidelines for hearing and appeal.

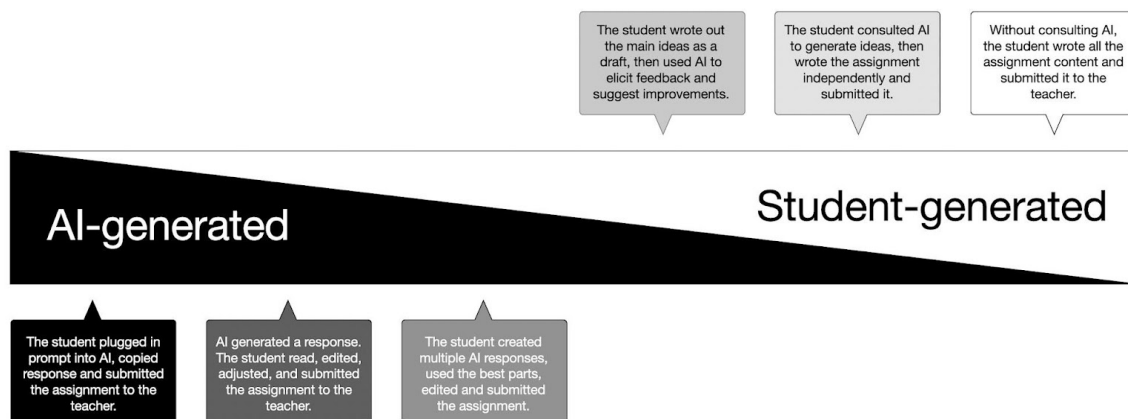
For Violations II and III, a reentry plan must be developed upon his/her return to school. Reentry plan meetings will include the student, the parent/guardian, an administrator, the school counselor/student assistance counselor, and teacher(s), if possible. Additional participants may be invited to attend. The plan must address, but is not limited to, behavior expectations, participation in counseling, academic expectations and any other activities that will allow for positive reentry to school.

Any student involved in athletic and/or co-curricular activities may suffer additional loss of privilege of participation, based on co-curricular expectations established at each school.

Use of Generative Artificial Intelligence (AI) for Assignments

The use of generative artificial intelligence (AI) in teaching and learning has emerged as a contested issue recently. While a student's use of AI programs, such as ChatGPT, Google Bard, Bing AI, DALL-E, Adobe Firefly, etc., to complete a class assignment may not technically constitute plagiarism because it does not involve the copying of another person's work, it still constitutes academic dishonesty if an AI-generated assignment is represented as the student's own.

However, artificial intelligence is likely to be built into an increasing number of online learning services, and learning how to use AI purposefully — e.g., through the intentional engineering of prompts — is recognized as a developing digital skill. Therefore, teachers will indicate on specific assignments if, and to what extent, the use of AI is permitted.



Source: Graphic based on Matt Miller, DitchThatTextbook.com

Other, less intentional types of plagiarism may include but are not limited to:

- Using photos and other images without providing the source.
- Copying sentences or paragraphs from a book, article, or website without using proper quotation and citation.
- Using an author or an expert's idea without citing them as a source, therefore taking credit for another person's idea, not necessarily their words.

All instances of academic dishonesty will be treated and recorded as a major disciplinary infraction. Infractions will first be documented and reported to the department chair and administration. The teacher, department chair, and administrator will determine an appropriate disciplinary consequence in all instances of academic dishonesty.

Students can avoid the pitfalls of plagiarism by remembering these simple guidelines:

- Always keep careful track of your sources of information. Books, articles, websites, even personal interviews need to be cited.

- Keep your notes together with the source information; this will save you time and energy down the road. When taking notes, keep track of when you are quoting (even short phrases) and when you are noting another person's idea or argument.
- Remember to note the author of an idea or text in your paper, either directly ("Jefferson argued...") or as an in-text citation (specific formatting guidelines will be provided by your teacher).
- Use quotation marks for any line or phrase that is copied verbatim. Remember: any idea, phrase, or image that did not come directly from you and your own thought process must be cited.
- Facts considered general knowledge do not need to be cited. The basic rule of thumb is that any information that can be found in five or more credible, general reference sources is general knowledge.

Suicide Prevention Resources

During the 2019 legislative session, [SB 282](#) was passed to address the critically important issue of suicide prevention of school-age children in New Hampshire. SB 282 was created out of a recognition that suicide is a complex issue that necessitates resources from schools, families, and the community to all be harnessed in an appropriate and timely fashion in order to prevent suicide. The sole purpose of this new law is to reduce the number of suicides that are occurring in New Hampshire's school-age population. The bill seeks to accomplish this by ensuring that suicide prevention education and training be available to school personnel, students and their parents by utilizing age-appropriate and evidence-based materials in this subject area. This bill is applicable to all public schools and chartered public schools across the state and becomes effective in July 2020. This requirement has also generated suicide prevention [Policy JLDDBB](#).

NH Resources and Trainings

- NAMI-NH <https://www.naminh.org/education/training-opportunities/> -NAMI-NH Online Suicide Prevention Training:<https://schoolsafetyresources.nh.gov/connect-online-suicide-prevention-training-for-school-personnel-nami-nh-may-2019/>
- Connor's Climb <https://www.connorsclimb.org/>
- UNH Cooperative Extension: <https://extension.unh.edu/programs/youth-mental-health-wellness>
- American Foundation for Suicide Prevention (AFSP) NH Chapter: <https://afsp.org/chapter/new-hampshire>
- NH 24/7 Resources: <https://www.211nh.org/>
- NH Suicide Prevention Plan: <https://www.dhhs.nh.gov/dphs/bchs/mch/documents/state-suicide-prevention-plan-2013.pdf>
- NH Community Mental Health Centers: <https://www.dhhs.nh.gov/dcbcs/bbh/reviews.htm>
- NH Community Behavioral Health Centers: <https://nhcbha.org/emergency-key-service>

- NH School District Governance Association: <https://sdganh.org/>
- Monadnock Family Services: <https://www.mfs.org/>
- MAPS: <https://mapsnh.org/>

National Resources to Support Suicide Prevention and Postvention in Schools

- American Foundation for Suicide Prevention (AFSP): <https://afsp.org/>
- Suicide Prevention Resource Center: <https://www.sprc.org/>
- The National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/>
- The Connect Program: <https://theconnectprogram.org/>
- The National Alliance for Suicide Prevention: <https://theactionalliance.org/>
- SAMHSA Suicide Prevention: <https://www.samhsa.gov/tribal-ttac/resources/suicide-prevention>
- Center for Disease Control Prevention Package: <https://www.preventioninstitute.org/projects/updating-cdc-suicide-prevention-technical-package-application-during-catastrophic-events>
- The National Center for Behavioral Health: <https://www.thenationalcouncil.org/>

School District Contacts

- **SAU:** Cari Christian-Coates, Director of Student Services- <mailto:ccoates@conval.edu>
- **Antrim Elementary School, Dublin Consolidated School:** Robin Gregg <mailto:rgregg@conval.edu>
- **Bennington Elementary School, Frankestown Elementary School:** Kara Schoen <mailto:kschoen@conval.edu>
- **Peterborough Elementary School:** Jennifer Swasey <mailto:jswasey@conval.edu>
- **Greenfield Elementary School, Temple Elementary School, Hancock Elementary School:** Vanessa Lofstedt: <mailto:vlofstedt@conval.edu>
- **Great Brook Middle School:** Laura Gourlay <mailto:lgourlay@conval.edu> Catherine Mandeville <mailto:cmandeville@conval.edu>
- **South Meadow Middle School:** Stephanie Smart <mailto:ssmart@conval.edu>, Ashley AuCoin <mailto:aaucoin@conval.edu>
- **Conval High School:** Teressa Drogue <mailto:tdrogue@conval.edu> Todd Bennett <mailto:tbennett@conval.edu> Nikki Pike <mailto:npike@conval.edu> Rebecca Dunn <mailto:rdunn@conval.edu> Amanda Haley <mailto:ahaley@conval.edu> Rachel Berten <mailto:rberten@conval.edu>

VIDEO SURVEILLANCE

There are video surveillance cameras on all school buses and on the grounds of South Meadow School. See District Policies:
ECAF – Audio and Video on School Buses
EEAA – Video Surveillance on School Property

JICK – Pupil Safety and Violence Prevention

VISITORS

Visitors to South Meadow School need to report directly to the front office. Thereafter, they will be directed to the appropriate location.

Appendix. Contoocook Valley School District Policies

AC – NON-DISCRIMINATION

The School Board, in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees and students, that there shall be no discrimination on the basis of age, sex, gender, race, creed, color, marital status, physical or mental disability, national origin, sexual orientation, or any other categories protected by law for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. Notwithstanding the language of any other policy adopted by this Board, we will abide by the Department of Education Final Rule 34 CFR Part 106.

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

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

Legal Reference:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title I of The Americans with Disabilities Act of 1990

Title VII of The Civil Rights Act of 1964 (15 or more employees)

Appendix: AC-R

1st Read: July 7, 2020

2nd Read: July 28, 2020

Adopted: July 28, 2020

ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

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

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

II. TITLE IX SEXUAL HARASSMENT POLICY.

A. Application of This Policy.

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

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

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

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

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

B. Definitions.

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

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

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

"Days" shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

"Decision Maker" means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as "initial decision maker"); or the responsibility to decide any

appeal (at times "appeals decision maker") with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

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

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

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

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

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

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

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

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

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

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. District policies prohibit both, but for purposes of its Title IX obligations the District must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title

IX Grievance Process. Except as used in other laws (e.g., Title VII) or policies (e.g., Board policy JICK pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to "sexual harassment" in this policy mean sexual harassment that meets the above definition.

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

NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3rd Party Distance Learning and Other Alternative Instructional Programs: Under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.

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

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

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

C. Title IX Coordinator.

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

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this Policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with District and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the District otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the District's obligations, both general and case specific, relative to this Policy (e.g., investigator, decision makers, etc.; this may involve the retention of third-party personnel.);

7. coordinating with District and school-level personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this Policy; and
8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

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

D. Training.

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

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

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

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

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

E. Confidentiality.

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

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

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

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

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination (34 CFR 106.71 (a));
5. Any respondent; and
6. Any witness.

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

F. Retaliation Prohibited.

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate (34 CFR 106.71 (a)) in any investigation of an act alleged in this Policy is prohibited. Actions taken in response to materially false statements made in bad faith, or to submitting materially false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District's general grievance process.

G. Conflict of Interest.

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

H. Dissemination and Notice.

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

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

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

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

I. Records and Record Keeping.

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

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

1. Report of Sexual Harassment.

NOTE: A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.J.3, and III.A, below.

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 GBEB.

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

As soon as reasonably possible after receiving a report of alleged sexual harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant's wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

3. Formal Complaints.

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

4. Limitation on Disciplinary Action.

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

5. Emergency Removal and Administrative Leave.

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 determine that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student's IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of

Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. TITLE IX GRIEVANCE PROCESS.

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

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

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

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 Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then the 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 Sec. II.D "Training", and Section II.G "Conflict of Interest").
7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board Chair and the Human Resource Director, the latter of whom shall have authority to seek guidance from the District's general counsel, but shall not delay the District's response to the report as outlined in this Policy.

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

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

federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party's advisor. See Sections III.E.3, and III.E.4).

2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.
7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.
 - 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 time frame.

1. Summary of Grievance Process Timeline.
 - a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
 - b. 10 days for reviewing information prior to conclusion of investigation
 - c. 10 days after receiving report to respond to report
 - d. 10 days for decision maker to allow initial questions
 - e. 10 days for responses to questions
 - f. 10 days for questions and responses to follow-up questions.
 - g. 10 days for determination of responsibility decision
 - h. 10 days for appeal (6 additional days for administrative steps)
 - i. 10 days for argument/statement challenging or supporting determination
 - j. 10 days for decision on appeal
2. Delays and Extensions of Time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

E. Investigation.

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

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
 - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
 - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;
 - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
 - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related

- meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
- f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.
 - g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the District, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
 3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
 4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
 5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days after receiving a Formal Complaint.

F. Determination of Responsibility and Initial Decision Maker.

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

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainant's 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 credibility determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
 - f. The District's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

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

The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, code of conduct or administrative

rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process.

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party's written appeal:
 - i. Procedural irregularity that affected the outcome of the matter;
 - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

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

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement ("appeal statement") in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party's appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties' appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of

the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties' written statements per Section III.H.5.

I. Finality of Determination of Responsibility.

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

Once the Title IX Decision is final, the District may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and District administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures.

The District may also proceed against the respondent or complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining 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

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

Legal References:

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

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

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

34 CFR 106.30, Definitions

34 CFR 106.44, Recipient's response to sexual harassment

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

34 CFR 106.71, Retaliation

RSA 193:38, Discrimination in Public Schools

Adopted: January 18, 2022

EBCE – SCHOOL CLOSINGS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by the Assistant Superintendent or designee.

Announcements: When the Superintendent decides it is necessary to delay opening or close any facility or school or cancel any school event, the Superintendent will initiate all related communications to the public by radio, television, website, or other available means.

Delayed Opening of Schools: The Superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the time of the delayed opening. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

Closing of Schools for the Entire Day: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to media sources shall state either the specific school(s) that are closed or that all schools are closed. If school is closed for the entire day, all evening programs may be cancelled.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

Weekend Closings: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

Category: R

See also: Policy EBCD

1st Read: August 24, 2020

2nd Read: September 1, 2020

Adopted: September 1, 2020

ECAF — 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.

Notification of such recordings is hereby established in this policy and in Policy JICK – Pupil Safety and Violence Prevention. The Superintendent or his/her designee will ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring.

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

All recordings shall be retained for a period not to exceed ten (10) days, unless the Superintendent, or designee, determines that the recording is relevant to a disciplinary proceeding.

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

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

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

Legal References:

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

Category: R

See also: EEA, JICK, JRA

First Read: October 3, 2017

Second Read: October 17, 2017

Adopted: October 17, 2017

EEA – STUDENT TRANSPORTATION SERVICES

The District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 189:6, RSA 189:6-a, RSA 189:9, and RSA 189:9-a provided that they live one mile or more from the school. Exceptions that are in the best interest of student safety may be made by the Superintendent or designee.

General Operating Policy

Bus routes, stops and schedules shall be established annually, under the direction of the Superintendent or his/her designee in cooperation with the pupil transportation contractor subject to review by the School Board. Routes will be developed annually and posted.

Pupils attending private schools and charter schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school within the District.

Routes will use the most direct roads safe for bus travel. Where an alternate route may be selected without sacrifice to efficiency or economy, preference will be given to that route serving the larger number of students more directly. School buses will not travel on unsafe roads.

New routes shall be established in the interest of efficiency, or when full capacity of the trips on existing routes has been reached. School schedules may be adjusted to allow maximum utilization of each bus in the system.

The Superintendent or his/her designee may modify approved routes, stops, and/or schedules during the school year if conditions warrant such a modification. All modifications to any bus route will be reported to the ConVal School Board.

Approved bus stops shall be located at safe and appropriate intervals in places where students may be loaded and unloaded. Drivers may not load or unload pupils at other than authorized bus stops. The number of bus stops on each trip shall be limited to enable buses to maintain a reasonable average speed and not to exceed the established times of the routes.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report in writing misconduct to the student's Principal. The school principal will have the authority to suspend the riding privileges of students failing to conform to Board rules and regulations. Parents of children whose conduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The Board must approve suspensions of the right to ride the school bus that continue beyond twenty (20) days.

Resolution of Conflicts

Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to the SAU Business Administrator. If the SAU Business Administrator ruling does not satisfy the parent, he/she may appeal the ruling within 15 days to the Superintendent. If the parent is again not satisfied by the ruling, he/she may appeal within 15 days to the School Board.

Legal References:

RSA 189:6, Transportation of Pupils
RSA 189:8, Limitations and Additions
RSA 189:9, Pupils in Private Schools
RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons
RSA 193:12, Legal Residency Required
RSA 194-B:2, V, Chartered Public Schools; Establishment

Category: R

See also: EEAEC, JICC

1st Read: November 1, 2016
2nd Read: November 15, 2016
Adopted: November 15, 2016

EEAA — VIDEO SURVEILLANCE ON SCHOOL PROPERTY

The School Board authorizes the use of video devices on District property to ensure the health, welfare, and safety of all staff, students and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for surveillance devices. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in public areas or quasi-public areas or at public events. Such locations may include gymnasiums, libraries, cafeterias, hallways and outside perimeters.

Signs will be posted on school buildings to notify students, staff and visitors that video cameras may be in use. Parents and students will also be notified through the student handbook. Copies of video recordings from surveillance cameras will normally be retained for a period of two weeks and thereafter will be erased either by deletion or copying over with a new recording. If a recording contains evidence of any misconduct or crime, it will be retained until the matter has been fully resolved. Any release or viewing/listening of recordings will be in accordance with the law and will take into consideration the privacy rights of students depicted on the recording.

Recordings from surveillance cameras may be reviewed by District personnel for disciplinary or investigative purposes and may be used as evidence in any disciplinary or criminal proceedings. Recordings from surveillance cameras will not be used in connection with the annual evaluation of teachers under the ConVal Teacher Evaluation Plan.

Recordings from surveillance cameras are not considered educational records under FERPA, unless they are maintained as part of a student disciplinary proceeding.

Category: R

See also: EEAB, EEAE

Legal References:

RSA 189:65, Definitions

RSA 570-A:2

RSA 189:68(IV) Student Privacy

20 USC 1232g, Family Education Rights and Privacy Act (FERPA)

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

1st Read: August 9, 2016

2nd Read: August 23, 2016

Adopted: August 23, 2016

EFAA — MEAL CHARGING

The District encourages all parents and guardians (hereinafter "parents") to provide a healthy breakfast and lunch for their student(s). Parents are welcome to send students to school with a "brown bag/lunch box" meal. The District provides the opportunity to purchase (breakfast and) lunch (as well as after school snacks) from the school cafeteria. Each meal meets or exceeds the federal nutrition standards. Payment is expected no later than when the meal is served. Payment may be in cash (check) or as a debit against funds deposited into an established student lunch account.

The school lunch program is required by federal law to operate as a non-profit which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school lunch program from other funds. Therefore, parents of students required to pay the full or reduced price for meals must ensure that the school lunch program is paid for their student's meals. The District's policy is to

quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

Student Meal Accounts

The District uses a point-of-sale computerized meal payment system which has an account for all students. Parents of students who will be purchasing meals using this system are required to establish and maintain a positive balance in the student's meal account.

Funds may be deposited into a student lunch account by cash, check, or on-line payment. Cash or checks made out to ConVal Food Service should be presented to the Cashier at the cafeteria, the Principal's Office, or the Food Service Office). A check may also be mailed to: 106 Hancock Road, Peterborough NH 03458. The District utilizes the services of K12PaymentCenter.com. The use of checks or on-line payments is encouraged, as each provides a record. Parents are responsible for any fees charged by the on-line service. In accordance with United States Department of Agriculture ("USDA") guidance SP 02-2015, there will be no processing fee for deposits to a student meal account made by cash or check.

Bank fees incurred on any check returned for insufficient funds will be charged to the parent. The fee may not exceed \$25.00, RSA 358-C:5, I.) In accordance with RSA 358-C:5, notice of the fee charged for a check that is returned for insufficient funds shall be included in any letter sent to a Parent seeking payment because the student meal account has a negative balance.

Each notice to parents will include information on how to verify a student meal account balance, to resolve concerns regarding the accuracy of the account balance, or to obtain information on the school meal program, including the name, title, hours when available, phone number, and e-mail address of an appropriate member of the District staff.

Parental Restrictions on Use of Student Meal Account

Parents who establish a meal account for their student are responsible for establishing with their student any restrictions the parent chooses to place on use of the account. Unless restricted by the parent, a student may purchase a la carte items in addition to the regular meal choices. Some students purchase more than one meal at one sitting. (After school snacks may be purchased.) Parents must monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge meals. (The District's on-line payment system K12PaymentCenter.com allows a parent to check their students balance at any time.)

The District's policy is to ensure that students have access to healthy meals and that no student will be subject to different treatment from the standard school meal or school cafeteria procedures. Therefore, the District will allow students to purchase a meal, even if the student's meal account has insufficient funds. This policy applies to all meal offerings generally available at the cafeteria, breakfast, lunch, and after school snacks.

Balance Statements

The Superintendent shall establish a procedure at each school requiring that a low balance statement be sent to parents whenever the balance in a student's meal account falls to or below a set amount that approximates the amount typically necessary to pay for one week of meals.

The notices will be sent by e-mail when practical, otherwise by a note, sealed in an envelope, sent home with the student. Notice prior to the account reaching zero is intended to reinforce the requirement that a positive balance be maintained in the student meal account. If a student meal account falls into debt, the initial focus will be on resuming payments for meals being consumed to stop the growth of the debt. The secondary focus will be on restoring the account to routinely having a positive balance. Only [CA1] those District staff who have received training on the confidentiality

requirements of federal and state law, including the United States Department of Agriculture's ("USDA") guidance for school meal programs, and who have a need to access a child's account balance and eligibility information may communicate with parents regarding unpaid meal charges. Volunteers, including parent volunteers will not be used to communicate with parents regarding unpaid meal charges. 42 U.S.C. 1758(b)(6).

Free or Reduced Price Meals

The District participates in the federally supported program to provide free or reduced price meals to students from families whose economic circumstances make paying for meals difficult. Income guidelines for eligibility are based on family size and are updated each year by the USDA. The District will ensure parents are informed of the eligibility requirements and application procedures for free or reduced cost meals as well as the requirements of this policy.

Parents shall be provided with a copy of this policy and an application for free or reduced cost meals annually at the start of the school year through a mailing or in the parents' handbook, upon enrollment of a transfer student during the school year, and as a component of all notices sent to parents seeking payment to correct a negative balance in the student meal account. The communication explaining the availability of the free or reduced price meals shall include all the elements required by federal regulation, 7 C.F.R. 245.5. Each notice shall also identify a member of the District staff, with contact information, who is available to answer questions or assist the parents with applying for free or reduced price meals.

As required by the Civil Rights Act of 1964 and USDA guidance, parents with Limited English Proficiency ("LEP") will be provided with information on this policy and the free and reduced price meal program in a language the parents can understand. The District will utilize USDA and community resources to fulfill this requirement. This policy and links to application materials for the free or reduced price meal program will be posted on the school website and made available to parents at each school.

The District will proactively enroll students found to be categorically eligible into the free or reduced price meal program. The District will seek to enroll eligible students in the free or reduced price meal program upon learning from any source of the student's potential eligibility. When eligibility is established, the District will apply the earliest effective date permitted by federal and state law.

The District will provide a copy of this policy and application materials for free or reduced price meals to town welfare offices/human services offices and other local social service agencies who may have contact with parents who are confronting layoffs or other financial hardship.

Students Without Cash in Hand or a Positive Account Balance

Regardless of whether a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal from among the choices available to all students. The only exception will be where the student's parents have provided the District with specific written direction that the student not be provided with a school lunch program meal, the student has a meal sent from home, or otherwise has access to an appropriate meal. Under no circumstances will a student's selected meal be thrown away because of the status of the student's meal account.

It is the parents' responsibility to provide their student with a meal from home or to pay for school prepared meals. Therefore, the District's policy is to direct communications to parents about student meal debt. When parents chose to provide meals sent from home, it is the parents' responsibility to explain to their student the necessity of the student not using the school meal program.

Initial efforts to contact parents will be by email or phone, however if those efforts are unsuccessful, letters to parents may be sent home in sealed envelopes with the student. Resolution of the problem should seek to ensure the student has ongoing access to an appropriate meal.

Should the student's meal account balance fall below zero, a balance statement requesting immediate payment shall be sent to parents no less than once each month.

If the student's meal account balance debt grows to \$50.00 or more a letter demanding immediate payment shall be sent by US Mail to the parent or the parent shall be contacted by the Principal or designee by phone or in person. Where warranted, the Principal or designee may arrange a payment schedule to address current meal consumption and arrearages while the school continues to provide the student with meals.

If the student's meal account debt grows to \$50.00 or more the parents will be requested to meet with the principal. When appropriate, the Principal or designee should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family.

If a student with a negative balance in his or her meal account seeks to purchase a meal with cash or check, the student will be allowed to do so. There is no requirement that the funds be applied first to the debt.

Unresolved Debt

If the Principal determines that the best available information is that the parents are able to pay the expenses of the student's meals and the parents decline to cooperate with resolving the debt in a timely manner, the Principal shall send a letter to the parents directing them to have their student bring meals from home and cease utilizing the school meal program. The student may resume using the school meal program when a positive account balance is restored in the student's meal account (including reduced?). Note: this does not apply to free or reduced priced meals.

If the student continues to use the school meal program, a second letter shall be sent to the parents using certified mail, return receipt requested. Note: this does not apply to free or reduced priced meals.

If parents continue to fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school lunch program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503. The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District. Note: this does not apply to free or reduced priced meals.

The Superintendent shall try to identify non-profit charities that are willing to contribute funds to the district to assist in keeping a positive balance in the meal account of students whose parents do not qualify for free meals and who due to financial hardship are unable to consistently keep the student meal account in a positive balance. If at the end of the fiscal year uncollected debt in student meal accounts must, as a last resort to fulfill federal requirements, be paid to the school meal program from other District funds, the parents' debt for unpaid meal charges shall be owed to the District. Note: this does not apply to free or reduced priced meals.

Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with

District funds, shall be credited to the District. All debt collection efforts shall comply with RSA Chapter 358-C, New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act.

Staff Enforcement of Policy/Training

A copy of this policy and refresher training shall be provided annually to all food service and school staff responsible for serving student meals or enforcing this policy. New staff with these responsibilities shall be provided with a written copy of the policy and training on the policy during their initial training or orientation. In accordance with federal requirements, a record shall be maintained documenting that new staff receive the policy and training. The record must also document that all applicable staff receive a copy of the policy and refresher training annually.

Student with Special Dietary Needs

Nothing in this policy prohibits providing an appropriate meal to a student with special dietary needs such as, but not limited to, diabetes, provided these needs have been documented in a health plan, Section 504, or IEP. If the meal is medically required, and the student has a negative student meal account balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

To request meal accommodations for students whose dietary needs qualify them for accommodation under law or to file a school meal program complaint with the District, contact ConVal Food Service at phone number (603) 924-3336, ext. 2060.

To file a program complaint of discrimination with the USDA, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
 - (2) fax: (202) 690-7442; or
 - (3) email: program.intake@usda.gov.
- This District is an equal opportunity provider.
Nondiscrimination

It is the District's policy that in the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. 7 C.F.R. 245.5(a)(1)(viii). Students will not be denied meals due to the existence of other unpaid charges at the school or for disciplinary reasons.

Assessment for Neglect Reporting

If a student who has been determined to be ineligible for free or reduced cost meals or whose parents have refused to cooperate with filing an application for free or reduced cost meals is consistently not provided with meals, either through a meal sent from home or the payment for a meal through the school meal program, the Principal will assess whether a report of child neglect is warranted to the New Hampshire Department of Health and Human Services, Division for Children, Youth, & Families, as required by RSA 169-C:29-31.

See also: JLCF, EF, EFA, EFE

Legal References:

15 U.S.C. § 1692-1695 federal Fair Debt Collection Practices Act (FDCPA)

42 U.S.C. 1758(b)(6), Use or disclosure of information

Civil Rights Act of 1964 & 7 C.F.R. Part 15, Subpart A & B

2 C.F.R. §200.426

7 C.F.R §210.09

7 C.F.R §210.10

7 C.F.R §210.15

7 C.F.R. §245.5

USDA SP 46-2016 – No later than July 1, 2017, all SFAs operating the Federal school meal program are required to have a written meal charge policy.

USDA Guidance SP37-2016: Meaningful Access for Persons with Limited English Proficiency (LEP) in the School Meal Programs

RSA 189:11-a

RSA 358-C , New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act;

NH Dept. of Education Technical Advisory – Food and Nutrition Programs

First Read: March 6, 2018

Second Read: March 20, 2018

Adopted: March 20, 2018

IHBH — EXTENDED LEARNING OPPORTUNITIES

Purpose

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

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

Roles and Responsibilities

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

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

The Principal and/or designee will have primary responsibility and authority for ensuring the implementation of Extended Learning Opportunities and all aspects of such programs. The Principal

will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

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

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

High School Extended Learning Opportunities

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

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

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

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

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

Program Integrity

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

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

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

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

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

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed. 306.26(f), Extended Learning Opportunities – Middle School

NH Code of Administrative Rules, Section Ed. 306.27(b)(4), Extended Learning Opportunities – High School

See also: IHBI, ILBA, ILBAA, IMBC

1st Read: October 28, 2008

2nd Read: December 2, 2008

Adopted: December 2, 2008

IHCD & LEB — ADVANCED COURSEWORK

A. Advanced Coursework/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student who has met the coursework prerequisites may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10 through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science, technology, engineering, and mathematics), STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), and/or career and technical education courses.

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

Require compliance with measurable educational standards and criteria approved by the CCSNH;

1. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
2. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
3. Establish criteria for student eligibility to participate in the program;
4. Establish standards for course content;

5. Establish standards for faculty approval;
6. Establish program coordination and communication requirements;
7. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
8. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

*RSA 188-E:25 through RSA 188-E:26-28
Ed 306.14(a)(6), Advanced Coursework*

Category: Priority/Required by Law

Related policy: IKF

District Policy History:

First Read: April 5, 2022

Second Read: April 19, 2022

Adoption: April 19, 2022

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.

Category: R

See also: IHBH

1st Reading: December 2, 2008

2nd Reading: January 4, 2009

Adopted: January 4, 2009

IKFB — GRADUATION REGALIA

Acceptable attire and regalia for graduation ceremonies will be determined by the building Principal, and published in advance in the school handbook. Exceptions and changes will be made only at the discretion of the building Principal.

A student shall have the right to wear a dress uniform issued to the student by a branch of the United States Armed Forces while participating in the graduation ceremony, provided that:

- I. The student has fulfilled all of the requirements for receiving a high school diploma in the state of New Hampshire and the school district and is otherwise eligible to participate in the graduation ceremony;
- II. The student has completed basic training for and is an active member of a branch of the United States Armed Forces.

A student wearing a dress uniform shall not be required to wear any other piece of regalia, or to wear the uniform in a manner inconsistent with the customs and regulations of his/her branch of service.

The policy language regarding military uniforms shall be included in the school handbook.

Category: R

Legal Reference:

NHRSA 189:71 Military Uniform

See also: IJOC

1st Read: September 20, 2016

2nd Read: October 4, 2016

Adopted: October 4, 2016

IMBC — ALTERNATIVE CREDIT OPTIONS

The Board encourages increased educational options for students. Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden on the resources of the administration.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year, both school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public through the ConVal School District website and the ConVal Regional High School Student Handbook.
- It is the policy of the Board that alternative methods for the awarding of credit may include:
 - Competency testing in lieu of enrollment under the provisions of Board policy ILBAA
 - Interdisciplinary credit
 - Satisfactory completion of course requirements at:
 - an approved school under the provisions of Board policy IK;

- an approved home education program (see Board policies IK and Board policy IHBG, and N.H. Dept. of Education Rule Ed 315).
- Demonstration of mastery of required coursework and material, pursuant to Board policy IK.
- Extended learning opportunities under the provisions of Board policy IHBH
- Distance, online, or virtual learning opportunities under the provisions of Board policy IMBA College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB
- Early Graduation under Board policy IKFA
- 7th and 8th grade coursework meeting the standards of Board policy IMBD

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District and the course is not completed, the student must reimburse the district for the expenses.

Legal References:

RSA 193-A, Home Education

RSA 193-E:3-f, Approval of Courses and Programs

N.H. Dept. of Education Administrative Rules:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation Competencies

Ed 306.21, Alternative Programs

Ed 306.26(f), Credit for 7th & 8th Grade Course Work

Ed 306.27(ad), Early Graduation

Ed 315, Home Education Programs

Category: Priority/Required by Law

Related Policies: IHBG, IHBH, IHCD/LEB, IK, IKFA, ILBAA, IMBA & IMBD

District Policy History:

1st Read: June 3, 2014

2nd Read: August 19, 2014

Adopted: August 19, 2014

District Revision History:

1st Read: March 15, 2022

2nd Read: April 5, 2022

Adopted: April 5, 2022

JCA — CHANGE OF CLASS OR SCHOOL ASSIGNMENT ON THE BASIS OF BEST INTEREST OR MANIFEST EDUCATIONAL HARDSHIP

General Assignment Authority

The Superintendent has the general authority to assign students to the schools within the District and shall do such in a manner consistent with the Articles of Agreement, and Board Policies. No student shall attend a school to which they have not been assigned. This policy shall not be construed to limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

Class Assignment Authority and Change of Class Assignment.

The principal of each school in the District and his/her designees shall have the authority to assign students to their classes and schedule. The principal shall have the authority to change a student's class assignment or schedule when he/she deems it in the best interests of the student or school to do such, provided such change is consistent with any applicable Individualized Education Plan or Section 504 Plan. The principal shall have the broad discretion and authority to make or change a student's class assignment for reasons such as, but not limited to, student discipline, a remedial measure to address bullying or conflict between students, student safety concerns, pedagogical reasons, balancing enrollment, addressing staffing concerns, or providing interim supportive measures to students or staff.

The Superintendent shall also have the broad discretion and authority, consistent with state law and Board policies, to change a student's assigned class or schedule, and may, when appropriate, modify or change an assignment made by a principal when she/he deems such to be appropriate. This policy, however, does not limit the Superintendent's discretion to make other in-District class and schedule assignments consistent with applicable Board policies and administrative rules. The decision of the Superintendent as to a student's class assignment or schedule shall be final and shall not be appealable.

Nothing herein shall override the authority of an IEP Team under the IDEA to make a placement, to assign a student to particular classes, or to modify their schedule when deemed necessary to provide a Free Appropriate Education at Public Expense (FAPE). Nothing herein shall override the authority of the Title IX Coordinator to change a student's class assignments or schedule as part of a supportive measure under Title IX.

A. "Best interest" reassignment to another school

In circumstances where the best interests of a student warrant a change of school assignment, the Superintendent or his/her designee is authorized to reassign a student from the public school to which he/she is currently assigned to another public school, either in or out of the District, a public academy in another district, or an approved private school. The Superintendent also has the authority to approve a request from another Superintendent to accept a transfer of a student from another school district to a school within the District. . This section sets out the procedures for a "Best Interest" reassignment.

1. Procedure

a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the

District's website.

b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.

c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another public school within the District, a public school in another district, an approved private school within the district, a public academy, or an approved private school in another district.

d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.

e. The Superintendent may present such information as he or she deems appropriate.

f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.

2. The Superintendent's Finding on Reassignment

In order for a student to be reassigned there must be 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.

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

b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:

i. A change of assignment within the student's current assigned school;

ii. The student's transfer to another public school, public academy, or approved private school within the District; or

iii. The student's transfer to a public school, public academy, or approved private school in another district.

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

3. The Tuition Determination

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

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

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

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.

5. Tuition for Students Reassigned by Other Districts.

Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for 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).

6. Final Decision.

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

7. Annual Review

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..

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 within thirty (30) days submit a request to the Superintendent for a hearing before the School Board in accord with paragraph 2 herein, 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 a student has a documented hardship in his or her current educational

placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.a, 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/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 (2) 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).

c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student attend another public school or approved private school in the District, or 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/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 assure the means for the Board to establish an adequate record of the hearing.

e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable

f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).

3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to another public school or approved private school in the District, or to a public school, public academy, or approved private school in another district.
4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to

the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.

5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship – by either the School Board or the State Board – a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned. Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.
6. Transportation: Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall not be the responsibility of the District unless otherwise ordered by the SBOE.
7. Review. 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 Pupils, Tuition Payment and Rate, and Transportation. Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

F. Notice to the Department of Education. The Superintendent of the pupil'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.

Legal Reference:

RSA 193:3, III. (Change of School Assignment)

RSA 193:3, I, II, Manifest Educational Hardship

RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

Ed320.01et seq.

Category: P

1st Read: September 6, 2022
2nd Read: September 20, 2022
Adopted: September 20, 2022

JEDB — STUDENT RELEASE PRECAUTIONS

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

1. No school or grade may be dismissed before the regular hour for dismissal except with the approval of the Office of the Superintendent of Schools.
2. No teacher may permit any individual pupil to leave school prior to the regular hour of dismissal except by permission of the principal or his/her indicated representatives.
3. No pupil may be permitted to leave school prior to the dismissal hour for any reason unless permission of the parent or guardian has been first secured, nor sent home unless a responsible adult is at the home.

As provided by the ConVal High School Student Handbook, any student being released during the school day must be released through the school office when he/she leaves and must report to the office when he/she returns, except that students who are ill may also be released through the nurse's office. Students will be released only when legally authorized by the parent or legal guardian.

Category: R

1st Read: November 15, 2016
2nd Read: December 6, 2016
Adopted: December 6, 2016

JG — ASSIGNMENT OF STUDENTS TO CLASSES AND GRADE LEVELS

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

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

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

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

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

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

Legal Reference:

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

Category: P

See also: JEB

1st Reading: May 3, 2011

2nd Reading: June 7, 2011

Adopted: June 7, 2011

JH — ATTENDANCE, ABSENTEEISM, AND TRUANCY

Absences

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

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

The Board considers the following to be excused absences:

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

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

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

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

Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

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

Tuancy

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

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

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

Intervention Process to Address Truancy

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

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

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

Parental Involvement in Truancy Intervention

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

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

Developing and Coordinating Strategies for Truancy Reduction

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

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

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

Parental Notification of Truancy Policy

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

Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

1st Read: June 7, 2011

2nd Read: July 19, 2011

Adoption: July 19, 2011

JI – STUDENT RIGHTS AND RESPONSIBILITIES

The privileges and rights of all students shall be guaranteed.

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

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

Students shall have the right to peaceably and responsibly advocate change of any law, policy, or regulation. Students may exercise their right to freedom of expression through speech, assembly, petition, and other lawful means. The exercise of this right must not interfere with the rights of others. Freedom of expression may not be utilized to present material which tends to be obscene or slanderous, or to defame character, or to advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

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

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

Legal References:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline

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

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

See also: JICD

1st Read: October 6, 2009

2nd Read: November 17, 2009

Adoption: November 17, 2009

JIA — STUDENT DUE PROCESS RIGHTS

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

In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

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.

Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language, as necessary, or presented orally upon request.

Legal References:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline

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

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

Category: Recommended

See also: JIC, JICD, JICDD, & JICK

1st Read: October 15, 2019

2nd Read: November 5, 2019

Adopted: November 5, 2019

JIC – STUDENT CONDUCT

Students have a responsibility to know and respect the rules and regulations of the school.

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

Legal References:

RSA 189:15, Regulations

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

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

Category: R

See also: JICD

1st Reading: July 16, 2013

2nd Reading: September 17, 2013

Adopted: September 17, 2013

Reviewed: February 1, 2022

JICA – STUDENT DRESS CODE

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

Building Principals are authorized to issue regulations consistent with this policy and developed collaboratively to provide an appropriate level of consistency throughout the District. Such regulations should be approved by the Superintendent of Schools or designee.

Category: R

1st Read: September 2, 2014

2nd Read: November 18, 2014

Adopted: November 18, 2014

JICD -STUDENT BEHAVIOR, CONDUCT, DISCIPLINE AND DUE PROCESS

Introduction

The School District is committed to promoting a safe, healthy, and supportive school and learning environment for all students. To achieve this goal, the District plays a significant role in supporting positive student conduct and behavior with respect to students, district personnel, and members of the community. This expectation extends to when students are on District property, on property within the jurisdiction of the School District (including vehicles), or while attending school activities.

In order to promote a safe, healthy, and supportive school and learning environment, this policy prohibits student conduct and behavior 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, constitutes a crime or a violation of the Safe School Zones Act, or violates the District's established expectations for student conduct and behavior. Responses to violations of established expectations for student conduct and behavior will be designed to maximize academic, emotional, and social success while at the same time ensuring the safety of all students, staff and school visitors. To attain this objective, the Board endorses the adoption of a Multi-Tiered System of Supports (MTSS) as the underlying framework for implementing a system of graduated responses which incorporates in-school support and disciplinary consequences.

Established Expectations for Student Conduct and Behavior

The School Board delegates to the Superintendent, in consultation with building administrators, the responsibility of adopting and implementing age-appropriate expectations for student conduct and behavior for each school. These will include school-wide approaches, as well as small group and individualized interventions that target a student's specific areas of need.

In-School Support

Whenever appropriate, and consistent with safety concerns, the ConVal School District shall seek to improve student conduct and behavior through alternatives other than the use of exclusionary discipline practices (i.e., suspension or expulsion).

The District maintains a proactive, progressive response system of age-appropriate supports which are designed to promote acceptable behavior, correct student misconduct, reduce incidents of future misconduct, and safeguard the health, safety, and welfare of students and staff. The following are examples of in-school supports that may be offered to students before, in conjunction with, or after disciplinary consequences:

A. Elementary School In-School Supports

The options for support that may be to students at the elementary schools may include, but are not limited to, the following:

- *Preventive Classroom Management* – Preventive classroom management includes the implementation of a variety of strategies that support students to be successful in the classroom (e.g., having an organized classroom, establishing clear routines and procedures, setting high expectations, stating expected behaviors positively, modeling expected behaviors).
- *In-Class Regulation Support* – Students are supported to build and practice a "toolbox" of regulation strategies that they can select from when they feel dysregulated (e.g., breathing strategies, movement/sensory activities, mindfulness strategies, positive time away from the class).
- *Precorrection* – A precorrection is a quick reminder that describes the expected behavior for a task, activity, or transition that is about to happen. The goal of precorrection is to proactively prompt expected behavior before problem behaviors occur.
- *Positive Reinforcement* – Recognizing when a student exhibits an expected behavior (e.g., offering behavior-specific praise).
- *Active Adult Supervision* – Staff circulate among and interact with students, acknowledging when students demonstrate expected behaviors by providing positive reinforcement.
- *Conference* – Teachers or administrators meet with students and/or their parents/guardians to debrief a particular situation or incident in order to support students to reflect on a particular situation or incident, etc.
- *Reflection* – Students reflect on what happened, what they were thinking/feeling, what action they took, what their action accomplished, and what they would do differently next time.

- *Adult Mentorship* – Staff members serve as mentors who coach students to make positive behavior changes, monitor the students' behavior, and provide the presence of a trusted adult at school (e.g., Check In/Check Out).
- *Social Skills/Behavior Instruction* – A social skills curriculum is targeted to address specific areas of need for an individual student or a small group of students (e.g., asking for help, taking turns, sharing, initiating play, making friends).
- *Reinforcement Systems* – Reinforcement systems include providing instruction on the expected or desired behavior and then developing a plan for reinforcing that behavior such as:
 - Token Economies – Students earn tokens when they exhibit the expected behavior. Tokens can be used to obtain an item or a preferred activity.
 - School-to-Home Communication – When students meet a daily/weekly goal for behavior, the school calls home or sends a positive note home.
- *Schedule Modification* – This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., build regular movement breaks into a student's schedule, build a weekly time with the school counselor into the student's schedule).
- *Functional Behavior Analysis (FBA)* – FBA is an assessment that is designed to uncover the reason(s) why students are engaging in problem behaviors.
- *Behavior Intervention Plan (BIP)* – Following an FBA, intervention plans are designed to support students in reducing problem behaviors through the use of appropriate replacement behaviors.
- *Wrap-Around Services* – This intervention involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

B. Middle and High School In-School Support

- In addition to the supports listed for elementary school, the options for support that may be offered to students at the middle and high school include, but are not limited to, the following:
- *Social Skills/Behavior Instruction* – A social skills curriculum targets specific areas of need for an individual student or a small group of students (e.g., organizational skills and goal setting, interpersonal communication skills, problem-solving, coping with feelings).
- *Peer Mediation/Peer-to-Peer Problem Solving* – Trained students serve as neutral mediators helping peers to address interpersonal issues by going through a process that focuses on identifying any underlying root causes and then deciding on fair ways to resolve the issue or conflict.
- *Restorative Meeting* – Restorative meetings focus on implementing a victim-sensitive process for problem solving that shows the school community members involved how they can deal with the consequences of the wrongdoing and repair the harm done.
- *Counselor Intervention* – The School Counselor and Student Support Counselor provide social-emotional support and/or services that enable students to progress consistent with the educational, social-emotional, career, and transitional goals of all students. Support services are provided in 1:1 meetings, in small groups, and in co-taught, in-class environments.
- *Schedule Modification* – This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., rearrange class schedule).
- *Youth Employment and Empowerment Services (YEES)* – YEES is a state-certified program that facilitates communication between the family, school, and community and coordinating resources that are available to identified students.
- *Wrap-Around Services* – Involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

In-school support is not considered a disciplinary consequence. Any educator or staff member may refer a student to an administrator for in-school support. The examples listed above are not exclusive, and administrators may implement other supports that they deem appropriate. The decision to

provide in-school support is final and not appealable. Except in the case where support requires parental consent and the parent has withheld consent, a student's refusal to accept or participate in an in-school support may constitute cause for the administrator implementing a disciplinary consequence or an additional disciplinary consequence.

Graduated Disciplinary Consequences

The ConVal School District maintains a system of graduated disciplinary consequences that are available for implementation when responding to student misconduct that does not warrant suspension or expulsion. When an administrator determines that a disciplinary consequence is warranted, the administrator may determine, at their sole discretion, an appropriate consequence. Administrators will seek to implement graduated disciplinary consequences (sanctions) when doing so will not be detrimental to the health, safety, or welfare of students or staff.

The following are examples of graduated disciplinary consequences that may be administered. When appropriate, graduated disciplinary consequences may be paired with in-school support.

A. Elementary School Graduated Disciplinary Consequences

The graduated disciplinary consequences that may be administered at elementary schools include, but are not limited to, the following:

- *Planned Ignoring* – The student remains in the setting, but the teacher appears to ignore the student misbehavior rather than allow it to gain time and attention.
- *Withdrawal of Materials* – If a student misuses a material, the material is taken away for a specified amount of time.
- *Time Away from Activity/Group* – Students are able to observe, but cannot participate in, an activity for a specified amount of time.
- *Loss of Privilege* – Students are not allowed to use a specific material or piece of equipment as a result of a misbehavior. For example, if a student repeatedly walks up the slide on the playground, the student may be told that they cannot use the slide for the rest of the day or week. Students may not be allowed to participate in a particular activity. For example, a student may not attend an extra-curricular activity as a result of their misbehavior.
- *Apology* – Students need to provide a verbal or written apology to those impacted by their misbehavior.
- *Restitution/Community Service* – Students are responsible for repairing the harm or damage done as a result of their inappropriate behavior.
- *Parent Contact* – The teacher and/or the administrator contacts a parent/guardian to let them know about their child's inappropriate behavior, as well as any disciplinary consequences that will be implemented as a result of their inappropriate behavior.
- *Time in Office* – Students are removed from the classroom and need to spend time in the office so that the administrator can talk with the student about their inappropriate behavior.
- *Administrator Letter to Parent* – Inappropriate behavior by students is documented and shared with parent(s)/guardian and becomes part of their disciplinary record.
- *During-School Detention*
- *After-School Detention*

B. Middle and High School Graduated Disciplinary Consequences

In addition to the graduated disciplinary consequences identified for elementary school students, graduated disciplinary consequences that may be administered for middle and high school students include, but are not limited to, the following:

- *Temporary Removal from Class*
- *Academic Consequence* — Such action may include requiring students to redo an assignment or retake an assessment for a reduced grade when caught cheating.
- *Police Report* – A report to police is made when a student may have committed a criminal act on school property or while attending a school-sponsored activity.
- *Superintendent Involvement*

These graduated disciplinary consequences shall be administered in a manner which does not result in the student's loss of access to their educational programming. Any staff member may refer a student to the administrator for disciplinary consequences. The decision of an administrator shall be final and shall not be appealable.

Neither in-school supports nor graduated disciplinary consequences shall be deemed a precondition for a suspension or expulsion which is permitted under the law without prior in-school supports or graduated discipline.

Suspension of Students

It is the stated objective of the ConVal School District to reduce the need for suspensions and expulsions through the use of responses such as in-school supports and graduated disciplinary consequences. The District reserves suspension for those matters which threaten to disrupt the educational community, which disrupt the educational community, which represent repeated or significant violations of the conduct or behavioral standards of the District, which threaten to endanger the health, safety, or welfare of students or staff, or which endanger the health, safety, or welfare of students or staff.

There are three forms of suspension: short-term suspension of five (5) days or fewer, short-term suspensions between six (6) and ten (10) days, and long-term suspension for more than ten (10) days.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Standards for Short-Term Suspension up to Five (5) School Days [Level One]

A short-term suspension of up to five (5) school days shall be reserved for:

- Misconduct that presents a low level of detriment to the health, safety, or welfare of the student committing the act and a low level of detriment to the health, safety, or welfare of other students or staff.
- Repeated and willful disregard of the rules of the school that has not been remediated through in-school support and graduated lesser forms of discipline.
- Such other infraction as the school administrator deems to warrant a short-term suspension of up to five (5) days.

Examples of misconduct which may result in a suspension of up to five (5) days include, but are not limited to, the following:

- Nicotine Products/Paraphernalia
- Social Media Violations/Harassment
- Vandalism
- Bullying
- Physical Assault
- Fighting
- Sexual harassment without unwanted physical contact
- Possession of a controlled drug without a valid prescription
- Repeated violation of any conduct standard
- Conduct that is repeatedly disruptive to classroom or school activities
- Dishonesty, including cheating on school assignments or assessments
- Knowingly making false statements or knowingly submitting false information during an investigation or grievance process or to cause an investigation or grievance process

The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of up to five (5) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants, up to five (5) days.

In addition, school administrators shall have the discretion to refrain from issuing a suspension when they determine that student conduct may be remediated through in-school support and/or a lesser consequence. In considering the length of the suspension, school administrators shall consider:

- The extent to which the conduct presented a threat or risk to, the health, safety, or welfare of other students or school personnel, the integrity of the educational process, or the functioning of the school.
- Whether the conduct was disruptive to the school environment and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident.

The administrator may implement the suspension on the day of the infraction, depending on the nature and severity of the violation. Suspensions of no more than five (5) days may be made by an assistant principal. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student. A suspension of five (5) days or fewer is not appealable.

Standards for Short-Term Suspension up to Ten (10) School Days [Level Two]

A short-term suspension between six (6) and ten (10) school days shall be reserved for:

- Behavior or misconduct that threatens significant harm to the health, safety, or welfare of the student, or other students or staff;
- Behavior or misconduct that results in significant harm to the health, safety, or welfare of the student, or other students or staff; or
- Repeated and willful disregard of the expectations for behavior that has not been remediated through in-school supports and graduated lesser forms of discipline (which may include a Level One suspension).

- Misconduct that involves or threatens disruption of the school environment.
- Such other infraction as the principal deems to warrant a short-term suspension between six (6) and ten (10) days.

Examples of misconduct which may result in a Level Two suspension, include but are not limited to, the following:

- Multiple Level One infractions, whether in combination or repeated infractions
- Drug/alcohol policy violations
- Assault resulting in physical injury
- Repeated bullying
- Repeated sexual harassment
- Sexual harassment involving unwanted physical contact
- Disruption of the school day (Threats of Violence)

The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of between six (6) and ten (10) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants. In addition, the school administrator shall have the discretion to issue lesser forms of discipline when they determine that the student conduct may be remediated through in-school supports and/or a lesser consequence. In considering the length of the suspension, the school administrator shall consider:

- The extent to which the conduct presented a risk to the health, safety, or welfare of other students or school personnel.
- Whether the conduct was disruptive to the school environment, and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident and whether prior disciplinary measures have been unsuccessful.

The administration reserves the right to implement the suspension during the day of the infraction, depending on the nature and severity of the violation and/or the potential results of the violation. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student.

The decision of the School administrator is final and there is no right of appeal of a suspension of ten (10) days or fewer.

Interventions after Suspension

Students who are suspended for bullying shall be provided with targeted interventions, which shall also be considered remedial measures. These may include, but are not limited to, the in-school supports bulleted above. Students who engage in repeated bullying after such targeted interventions may be subject to long-term suspension or expulsion, depending on the misconduct.

Standards for Long-Term Suspensions [11 to 20 days] [Level Three]

The Superintendent is designated and authorized by the School Board to extend a suspension for a period of ten (10) additional consecutive school days up to a total of twenty (20) consecutive school days (including the prior ten (10) days) following a hearing before the Superintendent for the following misconduct:

- Misconduct that threatens or results in significant harm to the health, safety, or welfare of the student, other students, or the school staff.
- Misconduct that causes, or threatens to cause, substantial disruption to the school environment.
- Criminal conduct on school property or at a school function

The Superintendent or their designee is authorized to extend a suspension for a period from an eleventh (11th) day up to a total of twenty (20) days based on the extreme nature of a situation.

Examples of misconduct which may result in a total suspension of up to twenty (20) days include, but are not limited to, the following:

- Any substantial threat to the school community
- Persistent and continual disregard of district policies
- An act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D [The Safe School Zones Act]
- Bullying pursuant to school district policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student
- Possession of a firearm [pending an expulsion recommendation], BB gun, paintball gun, or look-alike weapon
- The sale of drugs, either on or off campus
- Sexual assault, other than a felony if committed by an adult
- Possession of a knife or other weapon on campus or at a school activity
- Physical injury to staff or another student
- Any misconduct which is pending the Superintendent's recommendation for an expulsion hearing

A student who repeats any of the long-term suspension infractions listed above may be referred to the School Board for an expulsion hearing. A student who has been referred to the School Board for expulsion may be subject to either a Level Two or Level Three suspension as an interim disciplinary measure, pending the hearing before the School Board.

Any time a student is suspended more than ten (10) school days in any school year, upon the student's return to school the District shall develop an intervention plan designed to proactively address the student's misconduct.

Prior suspensions for drug/alcohol, weapons, or fighting violations may be considered aggravating factors in making disciplinary decisions.

When the District contemplates a suspension, which will result in cumulative suspension days for the school year of more than twenty (20) days in total, the District shall arrange for and provide alternative educational services to the student for the duration of their suspension. The alternative educational services shall be designed to enable the student to advance from grade to grade.

No student shall be penalized academically solely by virtue of missing class due to suspension.

Before any long-term suspension [more than 10 days] may be implemented, except as provided for below, students and their parent/guardian must be informed in writing of the charges, and a hearing must be scheduled before the Superintendent or designee, at which the student shall be permitted to be represented by a parent, other adult, or counsel (at student expense) to refute any charges or evidence against them, offer evidence, explanations or mitigating circumstances, cross-examine witnesses, and call witnesses of their own. The long-term suspension process shall comply with the requirements of Ed 317, as amended from time to time by the New Hampshire Department of Education. The failure on the part of students and/or their parent/guardian to show at a hearing without just cause shall constitute a waiver of the right to a hearing.

Long-term suspensions are appealable to the School Board unless determined by the Board. Any appeal of a long-term suspension to the Board shall be made in writing and received by the Superintendent within ten (10) days after the issuance of the decision being appealed.

The Board shall hold a hearing on the appeal. The long-term suspension shall remain in force while the appeal is pending, unless the Board stays the suspension while the appeal is pending. The Board may affirm, reverse, shorten, lengthen, or otherwise modify the terms of the long-term suspension, and, when appropriate under the law of the state, may expel the student. The decision of the School Board shall be in writing.

Standards for Expulsion of Students

Expulsion decisions may only be made by the School Board after written notice of the Superintendent's recommendation for expulsion has been provided to the student's parent/guardian or to the adult student. The written recommendation shall set forth the basis for the Superintendent's recommendation.

Additionally, expulsion may only occur after a hearing by the Board which affords the minimum due process required by the regulations of the State Board of Education. The hearing shall be conducted in a nonpublic session unless the parent/guardian or adult student requests a public hearing.

Any student may be expelled from the District by the Board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would otherwise warrant long-term suspension but for its repetition
- Any act of physical or sexual assault that would be a felony if committed by an adult
- Any act of violence pursuant to RSA 651:5, XIII
- Criminal threatening pursuant to RSA 631:4, II(a)
- An act of theft, destruction, or violence in a Safe School Zone
- Possession of a pellet or BB gun, paintball gun, rifle, or handgun
- Any act of similar or greater severity as those acts listed above

Furthermore, any student who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code on school campus, on school transportation, or to any District activity or event 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 no less than twelve (12) months.

In considering whether expulsion is warranted, the Board shall consider:

- The student's age

- The student's disciplinary history
- Whether the student is a student with a disability
- The seriousness of the violation or behavior committed by the student
- Whether the school district has implemented positive behavioral interventions subsequent to a ten (10) day suspension
- Whether a lesser intervention would properly address the violation or behavior committed by the student

A student expelled from school in another New Hampshire school district or another state shall not be eligible to enroll in the ConVal School District for the period of such expulsion. If the expulsion is for an indefinite period, the student or their parent/guardian may petition the School Board for enrollment provided they reside in the District or agree to pay tuition. If the student is denied enrollment, the expulsion may be appealed to the State Board of Education. The Superintendent is authorized to modify an expulsion and any reenrollment requirement on a case-by-case basis.

Any expulsion shall be subject to review by the School Board if requested prior to the start of each school year. Any parent/guardian or adult student has the right to appeal any such expulsion by the School Board to the State Board of Education at any time while the expulsion remains in effect.

Implementation and Notice

The Superintendent shall ensure that established expectations for student conduct and behavior shall be published annually in each school's student handbook, which are submitted, reviewed, and approved annually by the School Board.

These expectations will be made available to parents/guardians at the beginning of the school year, and be publicly available on the school or district website. Expectations for student conduct and behavior will also be made available in another language or presented orally upon request.

Additionally, building principal(s) shall ensure student awareness of the established expectations for student conduct and behavior and other District policies through print, postings and/or periodic announcements.

The Superintendent shall designate personnel to explore and pursue relevant State or Federal grants, technical assistance, and professional development opportunities available to facilitate the implementation of a Multi-Tiered System of Support (MTSS) for social, emotional, and behavioral health and wellness.

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 established expectations for student conduct and behavior.

Parental Notification of Simple Assaults

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring notice to 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. 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 purposely 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).

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 students with disabilities, 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 and federal law.

First Read: August 2, 2022

Second Read: August 16, 2022

Adopted: August 16, 2022

JICDD — STUDENT DISCIPLINE

OUT-OF-SCHOOL ACTIONS

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

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

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

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

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

Cyber-Bullying and Internet Threats

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

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's username, password or other authenticating information to a student's personal social media account.

However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

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

Category: Recommended

See also: JIA, JIC, JICK

First Read: May 7, 2019

Second Read: May 21, 2019

Adopted: May 21, 2019

JICDDA — SIMPLE ASSAULTS: PARENTAL NOTIFICATION POLICY

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

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

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

See also: Memorandum of Understanding

1st Board Reading: March 28, 2000

Adopted: May 16, 2000

JICF — GANG ACTIVITY

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment 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.

NOTICE: The prohibitions set forth by this policy shall be printed in the Student Handbook for the middle and high schools.

Category: R

1st Read: February 2, 2016

2nd Read: March 15, 2016

Adopted: March 15, 2016

JICFA — HAZING

This District does not permit or condone student hazing. It is the policy of the District that no student organization, or any person associated with any organization sanctioned by the District shall engage or participate in hazing.

For the purposes of this policy, student 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, or continued membership or association with any District sanctioned organization.

"Student hazing" includes, but is not limited to, an activity which recklessly or intentionally endangers the physical or psychological health or safety of a student for the purpose of initiation into, admission into, or affiliation with any organization sanctioned by the District..

Any student hazing activity shall be presumed to be a forced activity, even if the student willingly participates in such activity.

Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees. Depending on the nature of student hazing, it may also warrant an investigation under the District's Pupil Safety and Violence Prevention Act Policy JICK, (Anti-bullying Policy) and/or the District's anti-discrimination policies.

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.

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is directly related to a District school or to any District school activity.

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

Legal Reference:

RSA 631:7, Student Hazing

New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

See also: JICK

First Read: August 17, 2021

Second Read: September 7, 2021

Adoption: September 7, 2021

JICG & GBED – TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

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

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time-to-time.

"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. Devices may include, but are 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 provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

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

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

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

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, device E-cigarette, E-liquid or liquid nicotine in any facility, in any school vehicle, while attending any school-sponsored event, or anywhere on school grounds maintained by the District.

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

C. Employees

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

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

D. All other persons

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

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice – Administrative Rules and Procedures

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures

relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

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

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

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

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

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

Category: Priority-Required by Law

See also: ADB, GBEC, GBED, JICG, & JICH

District Revision History:

First Read: March 19, 2019

Second Read: April 2, 2019

Adopted: April 2, 2019

First Read: March 15, 2022

Second Read: April 5, 2022

Adopted: April 5, 2022

JICH – ALCOHOL AND SUBSTANCE ABUSE

The ConVal School District recognizes that substance misuse and abuse is a complex problem. For this reason, the district takes a comprehensive approach to addressing the issue through education as a means of prevention, strategies of intervention, policy and enforcement.

This policy refers to any and all illegal substances or items misused with the intention of producing an altered state. No student shall possess, ingest, sell, provide, or be under the influence of substances not prescribed to him or her by a medical practitioner.

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

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

Reasonable Suspicion

Given reasonable suspicion of substance misuse or abuse, school administrators may conduct reasonable searches of students, including their person and their personal effects. Please refer to policy JIH: Lockers Student Searches and Their Property.

School Violations

Each school level (high school, middle school, and elementary) will develop their own age appropriate procedures.

Procedures will be published in the handbook of each level.

Other Provisions

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

Prescription Drugs/Other Medication

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

Requests for Help

District counseling services will be available upon request to any student who is having problems with substance misuse or abuse. Also, when a student has violated Alcohol and Other Substance Use Policies, the student will be referred to a student assistance counselor. The counselor will provide counseling on an individual basis, or in small groups, and/or assist in making appropriate referrals to outside agencies. Conversations will be kept confidential per the ASCA ethical standards of practice.

Legal References:

21 U.S.C. § 812(c), Controlled Substances Act

RSA 318-C, Controlled Drug Act

RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests

1st Read: June 20, 2017

2nd Read: July 18, 2017

Adopted: July 18, 2017

JICI — DANGEROUS WEAPONS ON SCHOOL PROPERTY

This Policy applies to school employees and students. This policy does not apply to any School Resource Officer(s) or other law enforcement officials that are present in the ConVal School District. Weapons are not permitted in school buildings, on school property, in school buses or vehicles used to transport students, at school-sponsored activities, or in a Safe School Zone as defined in RSA 193-D at any time without the advanced written authorization of the Superintendent of Schools or designee. No employee or student shall possess, bring, or conceal, or aid, abet, or otherwise assist another person(s) in possessing, bringing, or concealing, any weapon on school property, in school buildings, in school busses or vehicles used to transport students, at school-sponsored activities, or in a Safe School Zone as defined in RSA 193-D.

The term "weapon" includes, but is not limited to, firearms (rifles, pistols, revolvers, guns of any form, pellet guns, air rifles, BB guns, etc.) including any device from which a shot or projectile of any nature can be fired, explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), crossbows, slingshots, electronic defense or aerosol self-defense weapons (as defined by RSA 159:20), or any other device, instrument, material or substance which is used or threatened to be used in a manner

likely to produce, or which is reasonably known to be capable of producing, death or bodily injury. Replicas (look-a-likes) of weapons may be treated as weapons within this Policy if they are used to frighten, harass, intimidate, or otherwise harm any person.

Additionally, this list is not intended to be exhaustive or all-inclusive. The principal may determine that any instrument, object or substance is a "weapon" within the intent of this Policy, if the principal believes that such instrument, object or substance was used or was intended to be used to inflict bodily harm on any person.

Violations of the policy will result in both disciplinary action and notification to the police. Disciplinary action may include suspension, expulsion, or termination.

Additionally, any student who is determined to have brought a firearm (as defined by Title 18 U.S.C. 921) to school will be expelled for not less than one year (365 days). The determination of whether to modify the expulsion shall be left to the discretion of the Superintendent upon review of the specific case in accordance with other applicable 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.

The Superintendent or other building administrators may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by staff or students, provided such inadvertent or unintentional violation of this

policy does not affect the safety of students, school staff or the public.

When school is not in session, and school property is being used for a municipal event, such as voting, the municipal entity responsible for conducting the event shall determine whether otherwise lawful weapons will be permitted at that event.

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

Legal References:

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act RSA 193-D, Safe School Zones RSA 193:13, Suspension and Expulsion of Students

NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Ensuring Due Process

Category: P – Required

See also KFA

1st Read: September 20, 2022

2nd Read: October 4, 2022

Adopted: October 4, 2022

JICK — PUPIL SAFETY AND VIOLENCE PREVENTION

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

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

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

II. Definitions

The following definitions apply to this policy:

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

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

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

may include disruptions to curricular or extra-curricular programs and activities offered by the District.

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

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

III. Reporting Procedure

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

Student or Parent Reports

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

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

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

IV. Notice to Parents/Guardians

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

V. Waiver of Notification Requirement

The Superintendent may, within the 48 hour time period referenced in Section IV of this policy, grant the Principal or his/her designee a written waiver from the notification requirement in Section IV of this policy, if the Superintendent or his/her designee deems such waiver to be in the best interest of

either the victim or the perpetrator. The granting of a waiver does not negate the responsibility to follow the other procedures set forth in this policy.

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

VI. Response to Remediate Substantiated Incidents of Bullying or Cyberbullying

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

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

VII. Discipline and/or Interventions

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

VIII. Prohibition Against Retaliation and False Accusations

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

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

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

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

IX. Training

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

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

X. Notice of Policy

The Superintendent or his/her designee shall provide written notice of this policy to students, parents, legal guardians, school employees, school volunteers, and employees of companies under contract with the Contoocook Valley School District, or any school within the Contoocook Valley School District, through appropriate references in the student and employee handbooks, by publishing a copy of this policy on the District/SAU website, by providing companies under contract with the Contoocook Valley School District, with a copy of the policy, by providing training on the policy in accord with RSA 193-F, or through other reasonable means.

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

XI. Capture of Audio and Video Recordings on School Buses

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

XII. Report to the Department of Education

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

Legal References:

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

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

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

1st Read: November 16, 2010

2nd Read: December 7, 2010

Adoption: December 7, 2010

Amended: April 3, 2012

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 on school vehicle, 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; 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. 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.

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.

Category: R

Legal References:

NH Constitution, Pt.1, Art.19

1State v. Drake, 139 NH 662 (1995)

State v. Tinkham, 143 NH 73 (1998)

1st Read: August 9, 2016

2nd Read: August 23, 2016

Adopted: August 23, 2016

JHIB — SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY

Parking of student automobiles on school property is a privilege and not a right. This policy shall serve as notice to both parents and students that, as part of this privilege, the district regulates what may be stored in vehicles and may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules, the law or policy has occurred. Students who park in school parking lots and parents/guardians who allow their minor child to park on school property are deemed to have given consent to having their automobiles searched in the event of such reasonable suspicion.

The school parking lots are deemed part of the Safe School Zone. Students are prohibited from the storage of prohibited drugs, drug paraphernalia or weapons in vehicles that are parked in the Safe School Zone. All employees, volunteers and students are responsible for enhancing safety and the effective implementation of district policies on school property and thus are required to timely report to the building principal when they have reason to believe that prohibited drugs, drug paraphernalia, or weapons are present in a student's vehicle.

Any student/parent who bars a search shall have their student's parking privilege revoked. When a student/parent bars access, and there is reasonable suspicion of a potential violation of the law, the principal shall contact law enforcement.

The building principal, shall, when any information rises to the level of reasonable suspicion, inform the student, (and when not an adult student, their parent/guardian), of his/her intent to search the vehicle and may conduct a search of the vehicle. The principal shall contact law enforcement when it appears that the student conduct not only violates District policy(ies) but is criminal in nature.

A student shall not be permitted to park on campus if they or their parent/guardian indicate that they do not intend to permit a search of the vehicle in the event of reasonable suspicion that there has been a violation of school rules, the law, or District policy.

When the principal conducts a search of a vehicle, he/she shall fill out a vehicle search form, which will be maintained by the District.

The District may post notices regarding this policy indicating that student parking is by permission only and subject to search.

Legal Reference:

NH Constitution, Pt.1, Art.19

Appendix JHIB-R

Category: Recommended

See also: JIH, JHIB-R

1st Read: September 18, 2018

2nd Read: October 2, 2018

Adopted: October 2, 2018

JJA — STUDENT ACTIVITIES & ORGANIZATIONS

The ConVal School District encourages pupils who attend nonpublic schools, public charter schools, or who are home educated to access to the District's curricular courses and co-curricular programs in the same way as that of students who attend ConVal schools.

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools, or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils. RSA 193-A, Home Education

Category: O

See also: IHBG, IHBG-R

First Reading: February 19, 2019

Second Reading: March 5, 2019

Adoption: March 5, 2019

JLCC — HEAD LICE POLICY

Screening

Based on recommendations from the National Association of School Nurses, American Academy of Pediatrics, and the Centers for Disease Control and Prevention, students with nits and/or head lice should not be excluded from school. School-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice. Conducting screenings for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community. Head lice infestation poses little risk to others and does not result in additional health problems. The school nurse may check a student's head if the student is demonstrating symptoms.

When a student has been identified as having live lice or nits, the school nurse, principal or principal's designee will provide the family with two handouts, the brochure "ConVal District Guidelines on Head Lice" and the Head Lice Checklist for Home. This information will be available to all families in the school student handbook. Each year, all schools will send these two handouts home with report cards, in electronic or paper format. In addition, should an infestation be identified, the individual school will resend the handouts.

Management on the Day of Identification

The management of pediculosis (head lice infestation) should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse, principal or principal's designee. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed.

Students known to have head lice will remain in class provided the student is comfortable. If the student is not comfortable, he/she may be sent home by the school nurse, principal, or principal's designee.

Students will be discouraged from close direct head contact with others and from sharing personal items with other students. The school nurse, principal, or principal's designee will notify the parent/guardian if their student is found to have head lice and/or nits, and will recommend to the parent/guardian to contact the primary health care provider or pharmacist for treatment advice. The school nurse, principal, or principal's designee will also recommend to the assessed student's parent/guardian/adult student that they should inform all close contacts the student may have had in the previous month. Based upon the school nurse's professional judgement, known close contacts of the assessed student may be screened.

Criteria for Return to School

If a student is sent home, the student will be allowed to return to school after the parent/guardian/adult student and the school nurse have had contact regarding proper treatment, as recommended in the ConVal School District Guidelines On Head Lice brochure. The school nurse, principal, or principal's designee will re-check the student's head. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. In addition, the school nurse or school social worker may offer extra help or information to families of children who are repeatedly or chronically infested.

Legal References/Resources:

RSA 200:39, Exclusion from School

JLCC-R: Head Lice Procedure

www.nashn.org, www.cdc.gov, www.aap.org

First Read: November 7, 2017

Second Read: November 21, 2017

Adopted: November 21, 2017

JLCC-R — HEAD LICE CHECKLIST FOR HOME

Treatment is focused first on the student, and then the environment

A. Treatment of hair as directed by your Primary Care Provider (PCP) – if using an over-the-counter product, repeat per label instructions

- Daily head check – under good lighting
- Use appropriate comb
- Manually remove nits
- Remove live lice – scotch tape may make this easier
- If live lice are noted after treatment, please call your PCP – your PCP may order a different medication

B. Continue daily head checks – for 3 weeks

- Check family heads daily for 3 weeks
- Bag linen, stuffed animals and other non-washable items for 48 hours
- Wash linens, towels, clothing worn during treatments and nit/lice removal – using hot water to wash and the hot cycle on the dryer for at least 20 minutes
- Vacuum floors, furniture and cars – only after initial treatment
- Soak combs and brushes for at least an hour in rubbing alcohol, Lysol, or washed with soap and very hot water

C. The family may consider checking incoming visitors to the home

October 26, 2017

JLCD — ADMINISTRATION OF MEDICATION IN SCHOOLS

The ConVal School Board, with the advice of the ConVal professional registered nurses (herein referred to as the school nurse) shall establish specific policies and procedures to give protection and controls to the matter of medications in schools (Ed 311.02)(JLCD-R).

The intent of this policy is to provide general standards for the administration of necessary medication to students during school hours and school-sponsored activities.

The following policy will be adhered to when a student requires medication administration during school hours and scheduled school-sponsored activities, events or programs. In addition, the school nurse and principal are responsible for ensuring the provisions of Ed. 311.02, Medication During the School Day, are followed.

Obligations of the District

All medication to be administered shall be kept in a securely-locked cabinet. Controlled medications must be double-locked. If at any time the cabinet is broken into resulting in missing medication, school administration and the police will be notified immediately. The parent/guardian/adult student will be notified of the incident and must replenish the supply of medication.

If the school nurse is not available, the building principal or the principal's designee is permitted to **assist** students in taking required medications by: (1) making such medications available to the student as needed; and (2) observing the student as he/she takes or does not take his/her medication; and (3) recording whether the student did or did not take his/her medication.

The school nurse will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required.

The School Board hereby authorizes the school nurse to maintain a supply of emergency medications, i.e.; bronchodilators and epinephrine.

It is the policy of this District that its school nurses and all Health Office Delegates (HODs) shall be properly trained in the administration of medication in a manner consistent with this policy. HODs shall be trained on an annual basis and the school nurse shall document that training to the Director of Student Services. The HOD shall hold and maintain current American Heart Association or American Red Cross CPR/AED/FA Adult and Child certification. This training shall include a practicum.

School personnel shall not provide his/her personal medication to students.

Obligations of the School Nurse

Only the school nurse or the HOD may **administer** medication. If the student requires a comprehensive nursing assessment and/or evaluation, this must be done by the school nurse and cannot be delegated. A school nurse alone has the authority to delegate medication administration and may delegate only if appropriate under the Nurse Practice Act and follows the *Standards of Delegation for School Nurses in New Hampshire*.

The School Nurse may stock epinephrine in the Health Office per RSA 318:42 for the emergency treatment of anaphylaxis of a student, as determined by the school nurse.

Storage of Medication

It is the policy of the District that all medications, both school, and parent-provided, shall be securely and properly stored, in a manner consistent with all applicable laws, as well as safe and prudent school nursing practices.

At the discretion of the school nurse, other medications, such as insulin, may be carried and self-administered by the student.

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.

Verbal orders from a licensed health care provider may be accepted by the school nurse only and shall be followed with a written order. Faxed or e-mailed orders are acceptable.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. The school nurse shall maintain medication records of inventory, storage and administration in accord with ED 311.02 (Medication During the School Day).

Obligations of the Parent/Guardian/Adult Student

Prescribed/OTC (over the counter) medication should not be taken during the school day, if at all possible, to achieve the medical regime during hours at home.

A parent/guardian/adult student, or their designated responsible adult, shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows: (1) the prescription/OTC medication shall be delivered and kept in a pharmacy or manufacturer labeled container (2) the school nurse or principal's designee receiving the prescription medication shall document the quantity of the prescription medication delivered and have the adult delivering the medication co-sign the documented amount (3) the medication may be delivered by the parent/guardian/adult student or a designated adult, provided that the nurse is notified in advance by the parent/guardian/adult student of the delivery and the quantity of prescription medication being delivered to school is specified (4) the parent/guardian/adult student must ensure that the life-saving medication (Diasat, asthma metered dose inhalers, Epi-Pen, Glucagon) or any other emergency medication be available to the student at all times. If the student's life-saving medication is not provided by the parent/guardian/adult student, the student shall not be permitted to attend any school-sponsored activities (5) it is the responsibility of the parent/guardian/adult student to notify the health office of any changes in student health, allergy status or medication changes.

Students requiring prescription medication administration must have a ConVal District medication permission form completed by parent/guardian/adult student and a licensed health care provider and placed on file in the health office. The forms shall comply with standards set forth in NH Code of Administrative Rules Section Ed 311.02. The school nurse, with written authorization of parent/guardian/adult student shall administer non-prescription/OTC medication. At the discretion of the school nurse, a written licensed prescriber's order may be required. If the school nurse is not available and written parent/guardian/adult student permission is on file, the principal or principal's designee is permitted to **assist** students in taking OTCs after consultation with the parent/guardian.

Furthermore, any student with a health condition requiring treatment with herbals, homeopathics, essential oils, or other complementary forms of therapeutic interventions shall have a school medication permission form completed by the parent/guardian/adult student as well as a licensed healthcare provider.

Alternative medications should, whenever practicable, be taken at home. Parents/guardians should inform the school nurse of any such alternative medications. The school nurse shall not administer alternative medications, such as herbal medication, homeopathic medication, essential oils, or other similar forms of alternative medication unless the parent/guardian/adult student has completed and placed on file in the school health office a school medication permission form naming the specific alternative medicine and providing evidence that it has been prescribed by a licensed prescriber. The School Nurse shall not administer an alternative medicine that is prohibited by State or Federal law, or which is unlawful to possess in school.

Students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, an auto-injector for severe allergic reactions, and other injectable medications necessary to treat life-threatening conditions. The parent/guardian/adult student and physician must authorize such self-possession and self-administration by completing a school self-administration form in accordance with RSA 200:42 and RSA 200:46. Inhalers and epinephrine auto injectors must be properly labeled with the student's name and type of medication. The student will be held responsible to keep self-carried medication in a safe place that is not accessible to other students. When a student finds it necessary to use his/her auto-injector, s/he shall immediately report it to the nearest supervising adult.

Students shall not share any prescription or over-the-counter medication with another student. Notice of this prohibition shall be published in student handbooks. Students acting in violation of this prohibition will be referred to school administration and may be subject to discipline consistent with applicable Board policies (JICH — Drug and Alcohol Use By Students, JIH – Student Searches and Their Property).

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

Civil Immunity

Nothing set forth in this policy or JLCD-R shall be deemed to abrogate or diminish the civil immunity available under New Hampshire law or either the District or its employees.

Definitions

The “**school day**” means any time during the day, afternoon, or evening when a child is attending school or other school-sponsored activity (Ed 311.02).

Health Office Designee (HOD) (school nurse delegatee) – unlicensed assistive personnel – receives annual training by a school nurse.

Assist – Consists of providing the medication to the student and observing and documenting that the student took the medication.

Administration – Giving medication to the student via the appropriately ordered route by preparing, giving and evaluating the effectiveness of prescription and non-prescription drugs. If the student is unable to administer the medication to his/her self, with **assistance**, only the school nurse or HOD may administer the medication.

Legal References:

RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted

RSA 200:43, Use of Epinephrine Auto-Injector

RSA 200:44, Availability of Epinephrine Auto-Injector

RSA 200:44-a, Anaphylaxis Training Required

RSA 200:45, Student Use of Epinephrine Auto-Injectors – Immunity
RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted
RSA 200:47, Use of Asthma Medications by Students – Immunity
RSA 200:53, Bronchodilators, spacers, and nebulizers in schools
RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers
RSA 200:55, Administration of Bronchodilator, Space or Nebulizer
RSA 318:42, Dealing in or possessing prescription drugs (VII-b)
N.H. Code of Administrative Rules – Section Ed. 306.12(b)(2), Special Physical Health Needs of Students
N.H. Code of Administrative Rules – Section Ed. 311.02(d); Medication During School Day
NH Board of Nursing-Nurse Practice Act – www.nh.gov/nursing/nurse-practice-act/
Standards of Delegation for School Nurses in New Hampshire

Category: P – Required by Law

See also: JICH, JIH, JLCD-R, JLCE

First Read: November 21, 2017

Second Read: December 5, 2017

Adopted: December 5, 2017

JLCF – WELLNESS POLICY

The Contoocook Valley School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices.

To accomplish these goals, the Board directs the administration to implement rules and regulations aimed at ensuring:

- Child Nutrition Programs will comply with federal, state, and local requirements, and will be accessible to all children.
- Sequential and interdisciplinary nutrition education will be provided and promoted.
- Patterns of meaningful physical activity that connect to students' lives outside of physical education will be encouraged.
- Physical education programs will meet federal and state regulations and standards.
- School-based activities will be consistent with local wellness policy goals.
- All food made available on school grounds during school hours, including vending concessions, a' la carte, student stores, parties, and fund raising will be consistent with Competitive Food Guidelines for K-12 schools.
- At least 75% of all food made available on school grounds after school dismissal, including vending, concessions, a' la carte, student stores, parties, and fundraising will be consistent with the Competitive Food Guidelines for K-12 Schools.
- All beverages made available on school grounds, including vending concessions, a' la carte student stores, parties, and fundraising will be consistent with the Competitive Food Guidelines for K-12 Schools.
- All foods provided by the District will adhere to food safety and security guidelines.
- The school environment will be safe, pleasing, and comfortable, and will allow ample time and space for eating meals.
- Food will not be used as a reward or punishment, unless necessitated by a student's Individualized Education Plan/504 Plan.
- Implementation/monitoring of this policy will be reported to the School Board annually by the Superintendent's designee, with recommendations for guideline changes if necessary or appropriate.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

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

Category: P

Adoption: May 17, 2011
Amended: February 5, 2013
Amended: February 4, 2014

JLDBB – SUICIDE PREVENTION AND RESPONSE

The 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

1. Plan: The Superintendent, or their designee, shall develop and provide to the Board for approval, a coordinated, evidence-informed 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. The coordinated plan shall conform to the components required of public schools by RSA 193-J:2.
2. Biennial Review: No less than once every two years, the Superintendent, or their designee, in consultation 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. Community-Based Suicide Prevention Efforts

1. The District shall develop and maintain cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel. This effort must also include cooperative efforts between the District and any chartered public schools within the District.
2. The District shall, as appropriate, utilize community partners and assets to develop 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.
3. The District shall, as appropriate, utilize community partners and assets to develop or assist in the development of the annual staff training required under this policy.
4. The District shall update, annually, a list of State and community crisis or intervention referral intervention information, and names and contact information for the suicide prevention contacts within each school. This information must be made readily available to students, parents, faculty, staff, and school volunteers.
5. This information shall be disseminated via each school handbook (which is available on each school's website).

C. Training

The Superintendent, or their designee, shall assure that all school building faculty and staff, including contracted personnel and designated volunteers, receive at least two hours of training annually 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. This training should also be made available to third-party vendors, as appropriate.

D. Statutory Considerations

In adopting this policy, it is the intent of the District to fully comply with the provisions of RSA 193-J and to fulfill its statutory role in suicide prevention education as defined by RSA 193-J:2. In doing such, the District does not assume any duty beyond that set forth in RSA 193-J.

Legal References:

RSA 193-J: Suicide Prevention Education

District Policy History:

First Read: June 30, 2020

Second Read: June 30, 2020

Adopted: June 30, 2020

JRA — STUDENT RECORDS, PRIVACY, FAMILY AND ADULT STUDENT RIGHTS

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 as well as all state statutes pertaining to the student records, record confidentiality and access thereto.

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

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students. 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 30th* 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 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 maiden 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 who the District reasonably believes knows the identity of the student to whom the education record relates.

E. Annual Notification/Rights of Parents and Eligible Students. Within the first *four weeks of each school year*, the District will annually publish notice to parents and eligible students of their rights under State law, Federal law, and this policy ["the Notice," or "Notice"]. The District will send the 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, and the process set forth in this policy JRA whereby a request is made for review and inspection;
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; and the process for doing such, which 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 to provide written consent before the District discloses personally identifiable information, except to the extent the law permits disclosure without consent;
5. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
6. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

F. 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. In accord with RSA 91-A:5, student records are exempt from disclosure under the Right-to-Know Law and access to student records will be governed by FERPA and state law.

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 that the request for access is first made.**

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. The Superintendent shall set a reasonable charge for providing copies, and may waive the requirement at his or her discretion.

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.***

G. 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:

1. Provide the requester a copy of the questioned records at no cost;
2. 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;
3. Forward the written appeal to the Superintendent; and
4. 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:

1. Review the request;
2. Discuss the request with other school officials;
3. Make a decision whether or not to make the requested correction to the educational record;
4. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
5. 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 level-two. 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.

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 respecting the content of the record.

H. 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.* School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials, contractors, consultants, or employees who need to know information in a student's education record in order to perform their employment, contracting, or consulting responsibilities and duties; all as more fully specified in Section 99.31 of the FERPA regulations.
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 federal and state audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid for a student*
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.
6. *Accrediting organizations.*
7. *Judicial orders, or lawfully issued subpoenas,* upon condition that parents and the student are notified of all such orders, statutory disclosures 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.*
9. *Information designated as directory information*
10. *Disclosures to the Secretary of Agriculture or authorized representatives of the Food and Nutrition services for purposes of conducting program monitoring, evaluations and performance measurements.*

I. 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 accessing such records in a log or other record-keeping process.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law and District policy.

J. 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. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. 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.

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.

K. Military Recruiters and Institutions of Higher Learning. Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless an adult student or the parent of the minor student requests that such information not be released without prior written consent. The district shall notify parents of the option to make such a request and shall comply with any requests received.

L. Law Enforcement and Reporting Agencies. Consistent with RSA193-D:7, it shall be permissible for any law enforcement officer and any school administrator to exchange information relating only to acts of theft, destruction, or violence in a safe school zone regarding the identity of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.

Legal References:

RSA 91-A:5, III, Exemptions, Pupil Records

RSA 189:1-e, Directory Information

RSA 189:66, IV, Data Inventory and Policies Publication

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

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

Related Policies: EHB & JRC

Category: Recommended

1st Read: August 20, 2019

2nd Read: September 3, 2019

Adopted: September 3, 2019

KED — GRIEVANCE PROCEDURE (SECTION 504)

This policy contains grievance procedures which address alleged violations of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. The District's Civil Rights Coordinator is charged with efforts to comply with these laws.

1. The School Board hereby adopts the following Grievance Procedure, which may be used by any person believing that the District, School Administrative Unit (SAU), employees of the District or SAU, students, or third parties violated any of the laws or regulations referenced above. The Assistant Superintendent is designated as the District's Civil Rights Coordinator. He/she is charged with efforts to comply with the above referenced laws. The Assistant Superintendent may be reached at: School Administrative Unit #1, 106 Hancock Road, Peterborough, NH 03458, 603-924-3336. Any complainant has the right to file a grievance with the Civil Rights Coordinator, should they not wish to pursue the informal process described in paragraph 2, below.
2. Any person who has a grievance may discuss it first with the appropriate building Principal in an attempt to resolve the matter informally at that level. The alleged violation must have occurred within 180 days of the informal discussion. The complainant may, at any time, suspend the informal process and submit a formal grievance to the building Principal.
3. If, within five school days of the informal discussion, the matter is not resolved to the satisfaction of the aggrieved party, or if the aggrieved party wish to bypass the informal process and file a formal grievance, the complainant may submit a formal grievance (verbally or in writing) to the Building Principal. A written grievance should contain the name and address of the complainant, a description of the alleged violation, and the remedy or relief sought. The alleged violation must have occurred within 180 days of the date that the grievance was filed. If the complaint is made verbally, the Principal shall reduce the allegations to writing and provide a copy to the complainant. The Principal shall investigate the allegations in the complaint. The aggrieved party, and where appropriate, the person alleged to have discriminated against the complaint, shall have the opportunity to present witnesses and other evidence. The Principal shall communicate his/her decision to the aggrieved party in writing within five (5) school days of receipt of the grievance, unless the complainant and the District agree to extend this timeline. The Principal's written decision shall comply with all applicable privacy laws, including but not limited to, the Family Educational Rights and Privacy Act.
4. If the grievance is not resolved to the complainant's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Principal's decision, may appeal the Principal's decision to the Civil Rights Coordinator. The appeal to the Coordinator must be made in writing, reciting the matter submitted to the Principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal not later than five (5) school days after the meeting with the aggrieved party.
5. The District will take steps, including but not limited to, discipline of students and/or employees, to prevent recurrence of any discriminatory conduct, and to correct discriminatory effects on the complainant and others, if appropriate. The District will also take steps, including but not limited to, discipline of students and/or employees, to prevent retaliation against the person who made the complaint (and/or was the subject of the discrimination), and against those who participated in the investigation of the alleged discriminatory conduct. Potential consequences for any violations of the above-referenced regulations, including engaging in retaliatory conduct, include, but are not limited to: written warning to the offender(s), suspension, expulsion, or termination of the offender(s), non-disciplinary interventions, or any other remedial steps necessary to ensure compliance with these regulations. Where appropriate, the District may also provide the complainant(s) or victim(s) with non-disciplinary interventions. The District shall not retaliate against anyone who files a grievance or participates in the investigation of a grievance.

6. If the complainant and the District agree, the Principal or the Civil Rights Coordinator may attempt to resolve the complaint through mediation. If the parties decide to pursue mediation, the timelines for the completion of the investigation or appeal will be standing, pending the resolution of the mediation. If the School District and aggrieved party agree on a mutual solution to the alleged discrimination, the investigation or appeal would be closed.
7. The decision of the Civil Rights Coordinator is final pending any further legal recourse as may be described in current local district, state, or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990. A complainant has the right to file a complaint at any time alleging discrimination under the above referenced laws and regulations with the; U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, Suite 900, 8th Floor, Boston, MA 02109-3921.
8. This grievance procedure shall be disseminated to students, parents/guardians, employees, and other interested parties. The procedure shall be available on the ConVal School District's website, shall be printed in the parent/student handbook, and shall be available upon request from the building Principal or his/her designee, and at the SAU office.

Legal References:

Section 504 of the Rehabilitation Act of 1973
34 C.F.R. § 104.7(b), Adoption of Grievance Procedures
Americans with Disabilities Act, 42 U.S.C. 12132
28 C.F.R. § 35.107, Adoption of Grievance Procedures.

Category: P

1st Reading: June 19, 2012
2nd Reading: August 14, 2012
Adoption: August 14, 2012