Thornton Central School
PARENT – STUDENT HANDBOOK
2019-2020

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Thornton, NH 03285

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www.tcs.sau48.org
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<td>What Do I Do If I Have A Concern About School</td>
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You are encouraged to call TCS to:

- Notify the school if your child will be absent.
- Obtain homework assignments for grades 5 through 8 from individual teachers.
- Leave messages for your child's teacher.
- Find out about school events
- To contact teachers via email for student-centered inquiries, please use first initial, last name. name@pemibaker.org

To access the teacher voice mail, call 726-8904

Student Absence? Call 726-8904 and select option 4
Available 24 hours a day!
# Faculty and Staff Voice Mail Directory

**Faculty and Staff Voice Mail Directory**  
(603) 726-8904

## Administration & General Staff

<table>
<thead>
<tr>
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<th>Phone</th>
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<tr>
<td>Mrs. Bownes, Principal</td>
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<tr>
<td>Mrs. Morse, Guidance</td>
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<tr>
<td>Café Services</td>
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<td>Mrs. Campbell, Admin. Assistant</td>
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<td>Mrs. Mills, School Nurse</td>
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<tr>
<td>Mrs. Joyce, Secretary</td>
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## Primary Grades (K through 4)

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<td>Mr. Cronin,</td>
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<td>Mrs. Rackett</td>
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## Middle School (Grades 7 to 8)

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## Specialists & Special Education

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<td>Mr. Sullivan, Physical Ed</td>
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<td>Mr. Switzer, Technology</td>
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<td>Mrs. Shirley, Art</td>
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<td>Mrs. Morse, Guidance</td>
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<td>Mrs. Powers, Speech</td>
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<td>Ms. Charbonneau, Music</td>
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Philosophy of Education SAU #48

SAU #48 is committed to providing an education that fosters productive individuals and recognizes student differences. Embodied in this commitment is the responsibility to provide an educational environment that offers opportunities for all students including those with disabilities or with particular strengths. This environment should also stimulate students’ personal growth and encourage their contributions to the community.

Any programming designed to meet individual needs and recognize differences in learning style, rate and level of interest. Programming should include flexible but comprehensive curricula within each discipline and in cross-discipline studies. These studies should allow for both vertical acceleration and horizontal in-depth study and research. Programming may require innovative scheduling, grouping that reflects varied ages, skills and interests, and multiple teaching strategies implemented by regular and special education staff, related service personnel, mentors and resource professionals.

WE BELIEVE:
- All students should be challenged and nurtured.
- Nurtured students exhibit strengths in many areas, including visual art, music, dance, drama, math, social studies, science, language, athletics, social interaction, leadership, creativity, interpersonal skills, communication and technology.
- Identification and assessment of student strengths should be documented.
- Identification and assessment of student strengths should direct instruction.
- Strengths are dynamic, not static.
- A variety of learning options are required to meet programming needs.
- All students need to be able to analyze, research, and solve problems.

THE PROGRAM SHOULD:
- Foster problem solving and creative thinking skills.
- Develop self-directed learning (student-based research).
- Encourage development of self-awareness, personal strengths, and social responsibility.
- Promote students’ self-esteem and realistic assessments of individual strengths and weaknesses.
- Prescribe particular curriculum for individual needs.
- Allow for peer-group interaction both in homogeneous and heterogeneous settings.
- Help develop future career expectations and skills.
- Provide opportunities for students to discover their interests and strengths.
- Explore learning opportunities from a variety of sources and areas.
GROWTH: Every person, every day, someway

Mission

- Students will take a responsible role in the learning process and actively participate in the school community.
- Parents will collaborate with teachers and support their child’s academic and social goals.
- Teachers will collaborate to prepare a challenging and motivating program that requires students to demonstrate growth in all subject areas.
- Administrators will assist in educating all students to high levels of academic performance and provide a safe, culturally enriching learning environment.

Thornton Central School Goals

In order for each student to become a self-fulfilled person and a successful productive citizen, the school shall provide experiences that enable the student to:

- Attain a level of mastery in the basic areas of reading, mathematics, and communication skills appropriate to the student’s individual abilities.
- Develop an understanding of social and political systems, and encourage responsible participation in our democratic process.
- Gain insight into the nature of human relationships, respect the rights of others and develop successful interpersonal skills.
- Develop a basic understanding of how our economy works and utilize those consumer skills necessary for personal economic survival.
- Understand and practice personal behaviors which lead to sound mental and physical health.
- Develop an understanding of the natural laws of science, especially as they affect ecological balance and to appreciate and participate in the maintenance of that balance.
- Practice a system of values and ethics conducive to the well-being of the student, the school, and society.
- Develop creative and critical thinking, and an intellectual curiosity for lifelong learning.
- Be aware of and appreciate world cultures through a variety of experiences derived from the fine arts and the humanities.
School Hours:

- Kindergarten–Grade 4: 8:15 am to 2:45 pm
- Middle school: 8:10 am to 2:45 pm

Students should arrive at school between 7:55 am and 8:10 am. There is no supervision before 7:55 am or after 2:45 pm. Supervision begins at 7:55 am. Students should not arrive earlier unless they are eating breakfast in the cafeteria, which opens at 7:55 am. and ends at 8:10 am. Students should report directly to the cafeteria and not loiter in the hallways or on the playground. Students staying after school must be chaperoned by a parent unless they are involved in a school related activity.

Drop-off and pick-up of students should occur in the front of the school in the designated area. The bus lane is closed to the public between 7:45-8:05 am and 2:35-2:50 pm.

### Attendance, Absenteeism, and Truancy Policy

Regular attendance and punctuality are essential for the continuous progress of a child in school. Students are expected to attend school regularly unless they are ill or there is a family emergency. They should also be prompt in arriving at school.

All children between 6 and 18 years of age, shall attend school unless they have been excused from attending on the grounds that their physical or mental condition is such to prevent their attendance or make it undesirable (see NH Revised Statutes Annotated relating to Public Schools 1974, section 193.1). A child who reaches his or her fifth birthday after September 30th cannot attend school until the following school year.

Students are expected to check into the office if they are tardy or if they are requesting to be dismissed. Students tardy due to bus delays are not counted as late.
**Absences**  The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student’s absence.

The Board considers the following to be excused absences:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday
- 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 District 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 nonattendance. 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 nonattendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal’s decision shall be final.
TO REPORT AN ABSENCE  If a child will be absent, parents should call the school phone — 726-8904 and press 4 if before 8:00 only parents or legal guardians should make this phone call. When calling, an answering machine will ask parents to state the following:

1.  Day of the week
2.  Parent’s name
3.  Child’s name and grade level
4.  Reason for child’s absence

The school nurse will call home if the parents have not contacted the school. If the absence is planned, parents may send a note to the child’s teacher, indicating the date and reason for the absence. **Parents who wish to talk with someone in the office should call the school number at 726-8904**

Parents requesting makeup work for students who are absent for reasons other than illness should make the request at least 3 school days in advance. If parents request homework on the day of their child’s illness, the request must be made before 10:00 A.M.

Early Dismissal  Request for early dismissal from school must be made in writing by a parent or guardian; in the event of a family emergency this request can be made over the phone.

Under no conditions will students be allowed to wait outside the school building during school hours for someone to pick them up. They may be picked up from the main office or from the nurse’s office in case of an illness or injury.

Any student dismissed at times other than regular dismissal must be signed out in the office. Whenever possible, we request that appointments for outside activities and doctor’s appointments be avoided during school hours.

Family Vacations/Educational Opportunities  Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child’s teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.
**Destination Other Than Home**  Students not going home must have notes signed by parents or guardians to that effect. To use a different bus or get off a different location, a pupil must have a note initialed by office personnel to present to the bus driver.

Bus routes are established on seating capacity of each bus. Buses cannot accommodate groups of children who do not normally ride that route. To avoid confusion and disappointment, students attend social gatherings should be transported by parents.

Children may not ride home with anyone except their parents unless the child has a note stating the name of the person and that relationship. This note must be sent to the office in the morning.

**Morning/Afternoon Session**  Student attendance will be measured as follows: the morning session will be from 8:15 am to 11:45 am. The afternoon session will be from 11:45 am to 2:45 pm. A student must be in school for 15 minutes in each session to qualify as present for that session. Students must be in attendance by 11:45 am and remain in school for the afternoon session in order to participate in after school extra-curricular activities.

**Truancy**  Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence. Ten half-days of unexcused absence during a school year constitutes habitual truancy. A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence. The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

**Intervention Process to Address Truancy**  The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above. When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student’s parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

- Investigates the cause(s) of the student’s truant behavior;
- Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
- Involves the parents in the development of a plan designed to reduce the truancy;
- Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District’s policies and administrative guidelines on student discipline;
Parental Involvement in Truancy Intervention When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student’s parent a letter which includes:

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

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

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

Parental Notification of Truancy Policy Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy’s provisions. Any public input shall be advisory only and final adoption as to the policy’s provisions will remain solely with the Board. Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

First Reading: February 28, 2011
Second Reading: March 28, 2011

Accepted by Thornton School Board on March 28, 2011.
**Administrative Procedures**

**Registration**  Parents are required to complete Thornton Central School’s registration forms including general information, medication information, and Request for Record Authorization and provide a copy of their child’s immunization records per State law RSA 141-C20. Transferring students may start school one day following the receipt of the registration packet.

Kindergarten Registration: A child who reaches his or her fifth birthday after September 30th cannot attend school until the following school year.

**Transfers**  When moving out of the Thornton School District, parents should inform the office at Thornton Central School in person. Parents will be instructed to register their child at their new school where a Request for Records Authorization will be completed. Transfer of all records will be forwarded, by mail, upon the receipt of the authorization from the child's new school.

**Student Placement**  The placement of each child is determined by the school principal. The principal will take under consideration each student’s academic record, age, and social and emotional growth.

**Parent Guardianship**  If there is a question concerning guardianship of a child, the school should be notified in writing from the court with specific instructions. Students cannot be permitted to attend school without legal guardianship being specified. In cases of contested custody, the school must have a copy of any court order limiting contact with the child while in school. The school should be provided with photographs of both the parent who may pick a child up and of the parent who may not.

**After the Close of School**  Once students have been dismissed at 2:45, they should proceed home, to their designated place, or to their school activity. Social plans should be made at home a day in advance to assure adult supervision. Unless special arrangements have been made, students cannot wait at school for older siblings or for any other reason. **There is no supervision for these students. Students cannot remain after school unsupervised.**

**Emergency Information**  Each student will be issued an emergency information sheet at the beginning of each year. These sheets will provide data such as home address, telephone number, parents’ daytime telephone numbers, and the physician to be contacted in case parents cannot be located in an emergency. If any of this information changes during the year, it is of the utmost importance that the school be notified immediately. This is extremely important for the child's welfare.
**MEDICATION:** All students needing medicine during the school day must have their parents report in person to the school nurse, in order to sign a medication disbursement form. All prescription medicine must be in medically labeled pharmaceutical containers with name, amount and times posted. Please do not send children to school with medication, including over-the-counter medication. All medicine must be delivered to the school nurse by a parent or guardian. All medications will be distributed and administered by the nurse, with parent permission. There is an exception for rescue inhaler use, with parent/guardian initials and signature on SAU#48 Medical Information and Emergency Authorization form.

**IMMUNIZATIONS:** According to New Hampshire State law RSA:141-C, all students attending Thornton Central School must have current immunizations and documented records in the nurse’s office prior to attending the first day of school.

**PHYSICAL EXAMINATIONS:** All students must have a doctor’s physical examination prior to attending school. Sports physicals may be provided at the school prior to the start date of the sport.

**INJURY:** Minor injuries will be treated by the school nurse. Parents will be notified immediately if a major injury or illness occurs. Parents must have on record a SAFE form for each child, ways to contact them in case of emergency and a person to contact if they cannot be reached. In life threatening emergencies, 911 will be called and immediate attention will be given to the child while in the process of reaching the parents.

**HEALTH SCREENINGS:** The school nurse will routinely attempt to screen four grades a year for height, weight, vision, and hearing. Blood pressure will be checked in two grades between grades 5-8.

**LICE PROCEDURE:** School-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community. Parents are expected to check their child’s head for lice periodically. Any staff member who suspects a student has head lice will report this to the school nurse. Students may remain in class until a parent is contacted and school employees will act to ensure that student confidentiality is maintained. For more information, please see the Nurse’s page on the website: www.tcs.sau48.org or for the CDC: https://www.cdc.gov/parasites/lice
**SCHOOL DENTAL HEALTH PROGRAM:**

Services include:

1. **Free dental screening:** Once per school year. *All students will participate* unless parents request *no* participation. A dental screening consists of looking in the student’s mouth with a dental mirror and assessing the health of the teeth and gums. The screenings will be performed by a registered dental hygienist.
2. **Free fluoride varnish application:** Applied twice per school year. (Parental permission required.)
3. **Dental cleaning:** Once per school year. (Parental permission and medical history required.) *Eligibility requirements and sliding scale fees apply.*
4. **Sealants:** Once per school year. (Parental permission required.) *Eligibility requirements and sliding scale fees apply.*

See permission form in summer registration packet. Any questions please call Ruth Doane at 254-7602.

Speare Memorial Hospital Dental Hygienist

**SCHOOL HEALTH POLICIES:** The Thornton School Board defers to New Hampshire State School Board Health Policy on record. Please note these policies can be found at the State of New Hampshire Department of Health and Human Services and the New Hampshire Department of Education under Health Services. The Board also follows the advice of the school physician and school nurse to establish specific policies and procedures that give protection and controls to the matter of Thornton Central School. The SAU 48 School nurse’s practice under the Nurse Practice Act and Administrative Rules, NH State Board of Nursing Rules and policies of Thornton School District. Our Wellness Policy can be found on the Nurse’s page on our website: [www.tcs.sau48.org](http://www.tcs.sau48.org) under Wellness Policy.
School Day

Opening Exercises

Time is provided at the beginning of each day for the Pledge of Allegiance.

Student Responsibility for Class

All classes begin promptly. Students need to be in place, with the necessary texts, paper, pencils/pens, homework, and a notebook. In addition, all students in grades 4 through 8 must have their school-issued assignment notebooks for all classes.

Student Dress

Clothing which may prove disruptive to the general student body is unacceptable. Students are expected to dress in a reasonable and responsible manner. Jeans are permitted provided they are clean and tidy. **Tank tops and short shorts which are considered revealing are not permitted**, but dress shorts or casual shorts are acceptable. A good rule of thumb – with arms resting to your side, the length of shorts, skirts or dresses should come to your fingertips. **Students are not permitted to wear compression shorts, Lycra shorts, yoga pants, halter tops, spaghetti straps, tube tops, blouses or shirts which expose the midriff or back.** Tee shirts with inappropriate symbols, illustrations, or language including alcohol, tobacco, or drug logos are not allowed. **Shorts or pants should not be worn below the waist line.** Students who fail to comply with these guidelines will be asked to turn their shirts inside out or will be sent home to change. Parents will be required to provide transportation. These guidelines apply to any school-sponsored activity, including dances and field trips. **Hats may not be worn in school.**

Materials Provided for Students

In an effort to emphasize organizational skills, all students in grades 4 to 8 will be provided with an assignment notebook. Replacements will be the responsibility of parents and students. All teachers will notify students and parents of necessary supplies needed for each class if applicable. Textbooks are issued to students and should be covered at all times. Lost or damaged textbooks are the responsibility of the student/parent-guardian. The replacement cost of the text will be charged.
Students are required to remain on school property during the entire school day. Permission to leave during school hours will be granted upon request of a parent or legal guardian, the school nurse, or administrator. To be excused during school hours, a note from a parent must be presented to the office before school.

Students who leave school property without permission will be considered truant and disciplinary action will be taken.

Students must sign in with the office if they return to school on the day they are excused to leave. Students must sign out in the office when leaving before the end of the school day.

**Recess**

Recess is a part of the K to 6 elementary school program. It is a time set aside for children to develop social skills in a semi-structured setting with proper supervision.

To maintain a viable relationship between the school and normal physical activities in the child's life, children should have a wide range of choices as outlets for creative play.

Whenever possible, the children go outside for all or a portion of their recess time. Recess offers them a change of pace from cerebral to physical activity. Factors such as outside temperature, wind chill, and the condition of the playground are considered before a decision for outside recess is made. Children must be dressed appropriately for the elements.

Since injury is a possibility in any activity, we have established these guidelines for dealing with injuries:

- For minor injuries, another child may be sent with the injured pupil to go to the nurse's office.
- If the injury is deemed serious, the teacher will contact another adult to assist the injured child to the nurse.
- If the injury is such that the child cannot be moved, the nurse will be called to the site of the injury.

Playground supervision occurs in the morning beginning at 7:50 am and during all grade level recess periods. The playground is not supervised during after school hours. In the event of a delayed opening, supervision begins one ten minutes before the delayed opening time.

**Recess Snack**

Recess Snack The snack cart is available to purchase snacks during recess time.
TCS Happenings

“TCS Happenings” is a weekly newsletter that is prepared each Friday, and will serve to keep students and parents current on "what's happening" throughout the week and upcoming events. We also send the TCS Happenings and other general information through a weekly email blast. If you would like to receive these emails, please provide your email on your child’s registration sheet. Please read it or access it on the school’s Web site, www.tcs.sau48.org and use it as a reference.

Toys, Electronic Equipment, Cell Phones & Personal Items

Any toy that shoots, fires, or flings is not to be brought to school. No bats or had balls (such as baseballs, lacrosse balls or softballs) are allowed because of the potential injury. Children are encouraged to bring rubber balls and plastic bats to school to use on the playground. No magic cards, trading cards, radios, tape/CD players, mini discs, video games, Walkman's, MP3 players, iPod, Personal DVD players, or any handheld gaming consoles should remain at home. They may be allowed on field trips or special activities. Laser pointers are considered inappropriate for school and are not allowed in school under any circumstances. **Cell phones are NOT permitted in school.** If you have any doubts concerning toys, please call the principal or the teacher for advice.

The school will not be held responsible for any damage or loss of such items. Items brought to school that cause disruptions or distractions may be confiscated for the remainder of the school day.

Open House & Academic Fair

Thornton Central School will conduct open houses on announced dates and times during the school year. The intent of the open house is to afford parents the opportunity to visit and become acquainted with Thornton Central School, its programs of instruction and our staff. Personal conferences should be scheduled to discuss your child's progress. **Federal legislation prohibits teachers from discussing a particular child with anyone other than a parent or guardian.**

Parent Teacher Conferences

K-2 & Middle School Teachers meet with parents twice a year to review progress and discuss curriculum. Parents are given an opportunity to sign up for an appointment prior to that day. Parents or Teachers may request an additional Parent Teacher
Each person at TCS has the responsibility to protect her or his share of the privileges of public education. Among these privileges is the use of tax-supported school buildings. We all are expected to demonstrate respect by not littering school grounds, or in any way defacing school property.

Careless disposal of gum in drinking fountains, on furniture, and carpets presents sanitation and cleaning problems and costly repairs.

Having fine buildings and excellent equipment is a privilege extended to us by the citizens of Thornton. The best way to thank them for this privilege is to exercise care in the use of all facilities and equipment.

Damage to any of this equipment or to the building should be reported to the office immediately. Writing or other markings on the walls, furniture, or other equipment is unacceptable.

Textbooks are furnished free of charge to you and must be kept in good condition at all times. Students or their parents will be held financially responsible for books lost, destroyed, or damaged. **Again, book covers are required for all textbooks that leave the building.**

Equipment borrowed or assigned to students (with parental permission) is the responsibility of the student-parent/guardian. Lost or damaged equipment must be repaired or replaced by the student-parent/guardian. No further equipment will be issued until payment or repair has been completed.
**Restrooms**

Restrooms are to be used only for their intended purpose. Students are not to loiter in or around restrooms. Loud talking and yelling are considered unacceptable behavior. Students should respect the privacy of others and demonstrate clean and healthy habits of flushing toilets, washing hands and placing paper towels in the trash can.

**Telephones**

The phone in the front office may be used for local calls to parents for school-related issues only. Students may use the office phone with permission from a teacher or the office personnel. Students receiving calls: No pupil will be excused from class to take a telephone call. If the call is an emergency, arrangements will be made for the student to immediately call back.

**Lockers and Valuables**

All students will be assigned lockers where they may keep their books and coats. Students should realize that these lockers are the property of the school and that periodic checks will be made to ensure neatness and safety. The school will not be responsible for any lost item.

The school cannot accept responsibility for lost or stolen articles. Items of value are brought to school at the risk of the students and their parents/guardians.

**Lost and Found**

Due to excess amounts of lost and found items, we encourage parents to label all student belongings. Lost and found articles will be placed in a container in the office and students are encouraged to look through the items numerous times. Accumulated articles will be displayed each month in the lobby for the parent or student to review. Remaining articles will be donated to a local charity at the end of each month. During Parent/Teacher conferences and other parent events accumulated articles will be displayed for parent and student review.
Cafeteria

The cafeteria is open for breakfast at 7:55 am and serves a wide variety of breakfast items.

School lunch menus are available on the school Web site at: [www.tcs.sau48.org](http://www.tcs.sau48.org). It is a good idea to check these menus often as they do change. Applications for free and reduced hot lunches are sent home each year. If you feel that your family qualifies for free or reduced lunches, please fill out the application and return it to the school. If there are any questions concerning your child’s lunch account, please call Café Services at ext. #1340. You can also sign up your child on Mealtime to see what charges are on your child’s lunch account. You will need your child’s ID number from the office to open an account.

Cafeteria Etiquette

Supervisors will be in the lunch areas to provide direction and oversee activities. These people are an important part of our program and have full authority to correct inappropriate lunch behaviors and to help create a positive and safe atmosphere. The supervisors will enforce these rules:

- Enter the cafeteria in an orderly manner; walking at all times.
- Wait in line
- Sit facing your table, with feet forward while eating
- Talk quietly- use inside voices
- Throw all trash in the containers provided
- Make sure table is clean for the next class- respect table washers
- Leave the cafeteria quietly and in an orderly fashion
- Eat your own food
- Respect others space
- Be kind to each other

Students are not to be in classroom areas or corridors during lunch unless it is a working lunch for middle school students or a lunch bunch with guidance or your child’s teacher.
Procedure for receiving and processing complaints alleging discrimination within FNS School Meal Programs

Civil rights complaints are written or verbal allegations of discrimination based on race, color, national origin, age, sex, or disability. Any person claiming discrimination has a right to file a complaint within 180 days of the alleged discrimination. Complaints filed after the 180 day deadline must include a “good cause” explanation for the delay.

Any civil rights complaint received at the individual school level by a school employee should be forwarded through the SAU 48 office to the USDA for investigation and disposition, recognizing that the complaint could enter the School District at several different levels. The complaint will be reviewed by the Building Administrator, who researches and reviews for validity and then forwards to the Business Administrator, who is the hearing Official, and if necessary the Superintendent, and finally the School Board. The Fair Hearing Rights and Procedures must be given to the complainant at the beginning of the process, as decisions can be appealed at all levels, eventually ending with USDA.

USDA Program Discrimination Complaint forms are available at the SAU office, on the SAU website, or at http://www.ascr.usda.gov/complaint_filing_cust.html

If the complainant makes the allegations verbally or in a telephone conversation and is reluctant or refuses to put them in writing, the person who handles the complainant must write up the description. There must be enough information to identify the agency or individual toward which the complaint is directed and indicate the possibility of a violation. Every effort should be made to obtain at least the following information: name, address and telephone number or other means of contacting the complainant, the specific location and name of the organization delivering the program service or benefit, the nature of the incident(s) or action(s) that led the complainant to feel there was discrimination, the basis on which the complainant feels discrimination occurred (race, color, national origin, age, sex or disability), the names, titles, and addresses of people who may have knowledge of the discriminatory action(s), the date(s) when the alleged discriminatory action(s) occurred, or, if continuing, the duration of such action(s).
For all other FNS nutrition assistance programs, State or local agencies, and their sub-recipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

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

(2) Fax: (202) 690-7442

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider
School Ground Guidelines

Bicycles may be ridden to school, and bicycle racks are provided for the purpose of parking student bicycles. Students must use them. Students bring bicycles to school at their own risk. The school will not assume responsibility for bicycle damage or theft. As of January 2006 the State of New Hampshire requires all students to wear bicycle helmets at all times while they are on their bicycles.

Bicycles should be ridden in single file on the extreme right side of the road, and walked onto school grounds. No bicycles are to be ridden, at any time, in the bus lanes in front of school.

Skateboards, snowboards, roller blades and roller shoes/Heelys are not allowed on school grounds and they are restricted during school functions.

Students may use plastic sleds for sledding only at designated times and only under the direct supervision of an adult. Parental supervision is required after school hours.

The playground is not available during school hours. No pets are allowed on school property for the safety and health of all that play on the playground.

Media Center – Town/School Library

The Library is a place for learning and enrichment that reflects curricula and provides an environment for independent research. The collection of books and other media offers a creative resource center to the school community.

Students should be aware of the following procedures:

1. Students should follow the school's behavior code of courtesy, consideration, cooperation, and responsibility while in the Library.
2. All materials must be properly signed out by the librarian or an assistant before leaving the.
3. Students who lose or damage materials are responsible for their replacement.
4. Students who have books or other media overdue may not sign out any new materials until the overdue items are returned.
5. 5-8 Students may not go to the Library without a written teacher's & parent's permission.
6. Food, drink, and chewing gum will not be allowed in the Library.
7. The Library shall be kept as quiet and orderly as possible. Students may be requested to leave if they become noisy or disruptive.
Parents, guardians or others are welcome to visit the school. Please call beforehand so that the school can be certain that what you want to see is occurring on the day you plan to visit. Parents, guardians or others are not permitted to observe and evaluate teachers or classroom instruction and may not attend classes with the students. Parents, guardians or others may have a tour of the building accompanied by an administrator. If, in the sole opinion of the administrator accompanying parents, guardians or visitors, no confidentiality would be breached, classrooms may be briefly viewed. Exceptions to the policy are made by the administration for student teachers, methods students, interns, other teachers for professional development, and consultants hired by the district.

All visitors need to sign in and out at the office and display the visitor pass while in the building. Please check in at the main office upon arrival.

Relatives and out of town friends of students are not allowed to attend school with the students. There are exceptions, however, and each case will be considered individually by the Administration as long as requests are made in advance. Out of town friends of students will need the permission of their school to visit Thornton Central School.

Local friends and former graduates will not be allowed to visit the school when classes are in session. Those who wish to visit teachers may do so only after school and must check in at the main office.

Appointments with teachers should be made prior to any classroom visitation. Teachers will hold conferences with parents only at mutually agreed upon times. To make an appointment, parents should simply call the school. **Adults are defined as any person beyond grade 8.** No pupil shall be released to or be allowed to see or talk to anyone except a parent or someone who has a parent's official and verified authority.

**Criminal Records Check**

Any adult (18 or over) working with students is required by the State to undergo a Criminal Records check including fingerprinting. Student teachers, methods students and substitute teachers should obtain forms and pay the applicable fee at the SAU office. Volunteers can pick up forms at the SAU office; the District will pay the fees.
Birthdays/Holidays are special events. Not all families celebrate in the same way. **We ask parents to refrain from having deliveries (gifts, flowers, balloons) sent to school.** They are distracting to the classroom, may be upsetting to other students and are awkward to carry home on the bus. **In addition, party invitations should not be delivered at school.**

**Deliveries**

Without community support, the Thornton Central School would not be able to offer the quality and quantity of programs that we provide to our students.

Parents, guardians, grandparents and community members are all welcome, and are encouraged to volunteer at our school. We seek to form a strong partnership between our school and our community. Please speak to your child’s teacher or the office to learn about different opportunities such as room parents and the winter activity program for grades 1-8.

**Volunteers**

After much consideration and careful thought we do find it necessary to extend our criminal record check to all adults who work with students in our school. Please stop by the SAU office and fill out the appropriate form prior to volunteering.

**PTO**

The parents at Thornton Central School play a vital role in maintaining the quality of our school. There is an active PTO which meets regularly to plan and organize parent involvement, academic enrichment and fundraising. Please see their link on the school website [www.tcs.sau48.org](http://www.tcs.sau48.org) for more information so that you can become involved in PTO. The PTO does have a Facebook page.

**Locked Door Policy**

According to TCS School Board Policy, all doors exterior will be kept locked throughout the day and evening. Please enter through the front doors. Rear doors may be unlocked during special evening events.
Fire Drill Evacuation Procedure

1. The signal for a fire drill will be the ringing of the fire alarm.
2. Unless given other instructions, everyone should proceed in an orderly fashion along the route indicated on the fire exit sign posted in each room or area.
3. Everyone must exercise extreme care, and students must follow given instructions during all emergencies.
4. Students are to congregate by classes so teachers may take attendance.
5. Windows and doors in each room should be closed (where applicable), and room lights must be turned off.
6. Leave the building as quickly as possible. Once outside, students should join their classes and stay at least 100 feet from the building.

Emergencies Calling for Evacuation of the Building

Students and adults will be notified by intercom to dress for outside weather conditions. The fire alarm will be sounded and everyone will leave the building immediately, using the same exits as for fire drills. When everyone is out of the building, pupils will assemble at a designated space and distance from the building and await further instructions. In case of the necessity of an off-site evacuation, parents should not come to the school grounds. Parents will be informed through the Connect 5 phone and/or email.

Lockdown/Secure Classroom

Students and adults will be notified by intercom to “Implement Lockdown/Secure Classroom Procedures.” A “Clear Hallways” or “full” lockdown may occur if there is a medical emergency, safety or security issue involving a person or animal on school property.
School Messenger Communication

School Messenger is a notification service for SAU #48 K-12 students, families and teachers. It allows administration to send voice calls and emails to a large number of people quickly and effectively.

School Messenger system can be used for emergencies, delayed openings, early dismissals or school closings. A form for School Messenger will be included in the school registration packet for parents to complete their pertinent contact information in order to receive such messages. Please be sure to update your information with the office should your contact information change.

Cancellations, Delays & Early Dismissals

Cancellations, delays, and early dismissals due to bad road conditions are decided by the SAU#8 Administration. WMUR (Channel 9) carries the announcement or you may call the Thornton Central School at 726-8904, check the schools website or if your contact information is up to date, you will receive a phone call and an email.

At times, it may become necessary to shorten school days because of an impending storm, no heat, etc. In such cases, we will use the School Messenger to notify all parents. All parents must complete the Registration Form which includes contact information in an effort to ensure timely notification. Parents, please discuss with your child what to do if they are dismissed early.

Students may not have an opportunity to use the phones on early dismissal days as they may very well be out of service in these situations. Please review the procedures with your child on a regular basis. Please do not call the school during an emergency, as lines need to be kept clear.

In the event of a delayed opening, Thornton Central School will be listed on WMUR-TV. There will also be a message on the school phone system (726-8904), and on our Web site www.tcs.sau48.org. Please be aware that there is no supervision for students before the delayed opening time.
Thornton Central School is a Community of Caring School. A Community of Caring School is guided by five common principals which are:

1. **Caring** for one another.
2. **Respect** for one another.
3. **Trust** in one another.
4. **Responsibility** for one another.
5. **Community** – creation, joy, loyalty to each community member, and to all in the community.

The school provides each student with the opportunity to develop to the highest possible degree his/her talents, capacities, and interests in a climate reflecting the high standards of good citizenship demanded of members of our society.

Effective learning cannot take place without a positive program of control. This program shall encourage the individual student to develop desirable qualities of self-discipline.

The school shall hold students responsible for their actions and will protect students from individuals whose behaviors continually disrupt an effective learning program.

The responsibility for basic behavior development rightfully belongs with students and their parents. The school will not accept the sole responsibility for the actions of students. Parents will be expected to cooperate with and assist the school in promoting and maintaining acceptable social and moral standards for conduct.
The philosophy of freedom with responsibility means that students are to take full responsibility for their own actions.

Three levels of unacceptable behavior have been identified, ranging from minor infractions to more severe. At each level, examples of misbehavior are given and examples of the type of consequences are listed: Discipline may be left to the discretion of administration; taking into consideration situations and circumstances.

Level I - consists of minor misbehavior on the part of the student which disrupts orderly classroom procedures or interferes with the operation of the school. Examples include (but are not limited to) minor disruption of school activity, tardiness to class, inappropriate language, disrespect of fellow students.

Consequences for these behaviors may include:
- Student/teacher discussion/conference
- Time out - temporary isolation from class, assignment during break times, social isolation
- After school detention
- Parent/teacher conference
- Repetitive offenses will result in administrative referral

Level II - consists of frequent and/or serious misbehavior which disrupts the learning environment or behavior which threatens person or property. Examples include (but are not limited to) refusal to work, cheating, disrespectful language or action directed at faculty/staff member, hitting, shoving, pushing, slapping, threatening, intimidation, skipping class, minor theft, skipping detention, damage to property of others or school, sexual harassment, and continued offenses from level 1.

Consequences for these behaviors may include:
- Administrative referral
- Student/administrator conference
- After school office detention
- Free time office detention
- Written or verbal warning and/or reprimand
- Establishment of a child study team
- Parent contact and/or conference
- In-school suspension
Level III - consists of behavior which poses a direct threat to the safety of others and/or violates law. Examples include (but are not limited to) possession and/or use of tobacco, fighting, truancy, forgery, possession/sale of, or being under the influence of, alcohol or drugs, vandalism, possession of drug paraphernalia, theft, assault, sexual harassment or continued harassment or threats, possession and/or use of matches, fireworks, arson, possession of weapons, and continued offenses from Level II.

Consequences for these behaviors may include:

- Administrative referral
- Parent conference
- Establishment of a child study team
- Referral/report to law enforcement or appropriate agency
- Out-of-school suspension
- Recommendation for expulsion
- Contacting the local police department

**Assembly Behavior**

Assemblies are held periodically during the school year. Everyone is expected to be courteous and polite to all guests of the Thornton Central School. Our behavior reflects not only upon us, but upon all the staff and students of Thornton Central School.

**Talking, unnecessary movements, whistling, booing, exaggerated applause is all considered inappropriate for proper assembly manners.** Attendance at an assembly is a privilege, and students not following rules may be asked to leave and report to the office.

**Early/After School Detention**

School assignments and class work are expected to be completed in a timely fashion. Classroom behavior conducive to learning is always expected. Violations of these expectations may result in school work being made up or detention.

School detention assignments range in time, according to teacher discretion. The classroom teacher will contact parent(s) for all teacher assigned detentions. This detention period will serve as an academic and/or disciplinary aid in improving some of our students’ behavior and class work.

Students will be given one night’s notice as to the time and location of the detention. The parents of each student must make arrangements for transportation for a detention.

**The parents of each student must make arrangements for transportation immediately following the detention.**
Bus transportation is provided for Thornton Central School. When necessary, the school administration will develop bus stops in the interest of efficiency and energy savings.

Bus drivers have a great responsibility for many children. School personnel and parents must work together with students to maintain the best possible student behavior on the buses. For the safety of all, proper behavior on buses is a must for all students.

Although the law requires the school district to furnish transportation until the student boards the bus in the morning and after the student leaves the bus at the end of the day. Once a student boards the bus, and only at that time, does she or he become the direct responsibility of the school district. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

**STUDENT CONDUCT:**

In view of the fact that a bus is a part of the school community, the school shall require students to conduct themselves in the bus in a manner consistent with established standards for school behavior. When students do not conduct themselves properly on a bus, their behavior will be reported to the principal by the bus driver. The principal will inform the parents immediately of the misconduct and request their cooperation in monitoring and correcting the students' behavior. Students whose conduct on the school bus is unsatisfactory may be denied the use of the bus transportation by the principal as per New Hampshire RSA 189:9-A.

**First offense:** The student will be told what behavior was unacceptable and that he or she has received a first warning from the driver; however, in certain circumstances, i.e., for any incident which constitutes a safety hazard, suspension will be immediate after proper notification to the parents.

**Second offense:** The student will be spoken to and will receive a written second warning. The driver may assign a different seat for a period and notify the principal/assistant principal, who, in turn, will notify the student's parents.

**Third offense:** The student's bus riding privileges will be suspended for a minimum of 1 day and a maximum of 3 days. In this event, it is the parents' responsibility to see that the child is transported to school, since dismissal from the school bus should not be construed as a dismissal from school.

**Four or more offenses:** The student will be suspended from bus riding privileges for a minimum of 3 days up to permanent suspension.
The following safety procedures and rules for students will enable all of us to experience a safer and more desirable school transportation program:

1. If you have to walk where there are no sidewalks, face traffic, i.e., use the left side of the road so drivers can see you and you can see the cars.
2. Stay as far off the road as you can. Go single file and do not cross people's lawns.
3. Upon arriving at the bus stop, don't wait in the street. Stay away from the edge of the road, and allow the bus to approach the stop with ample clearance for boarding.
4. Wait until the bus comes to a full stop before boarding. It saves time and trouble to line up with the younger children first.
5. Use the handrail, located at the right of the door, to help keep your balance as you go up the steps — one at a time.
6. After entering the bus, find a seat and remain seated during the entire trip to the school. It is unlawful to stand in the bus while the bus is in transit to and from the school.
7. Report anything damaged that you see in the bus, such as broken windows, loose catches, loose seats, and loose seat cushions. Damage can be reported to the driver when you leave the bus.
8. Stay quietly in your seat until the bus trip is over and the bus comes to a full stop.
9. Save snacks and homework for later. A sudden stop can send an apple core or pencil flying into you, another rider, or the driver.
10. Keep your arms and legs out of the aisles, where they could trip someone.
11. Act as you would in the classroom. No loud talking or shouting so that the driver can hear horns or other traffic sounds.
12. Don't talk to drivers except in emergencies. Drivers need to keep their attention on the road when the bus is moving.
13. Get permission before opening windows. Don't stick or throw anything out the window.
14. Smoking is not permitted on school buses; lighting matches and playing with other hazardous items is strictly forbidden.
15. Leave the bus in an orderly manner and use the handrail as you go down the steps.
16. Get away from the unloading zone quickly in order to avoid congestion at the door of the bus.
17. Be courteous. Use no profane language.
18. Keep the bus clean.
19. Cooperate with the driver.
20. Do not be destructive. Any student caught destroying bus property will be held responsible for its replacement value.
21. The bus driver is authorized to assign seats.

No set of rules can cover every situation. Students who display courtesy and good judgment will be helping themselves and others.

Questions regarding transportation should be directed to Durham School Services at 726-2037.
Thornton Central School Bus Routes 2019-20

Waterville Estates, Adams Farm Road & Route 175  Bus #3 (The Last Bus in Line)
Driver: Joanne Marcotte

7:10 Bus travels on Pond Road to Hodgeman Hill Road for rural stops
Bus Turns around at Hodgeman Hill Road
Bus returns to Route 49 to I-93 north, takes Exit 29 to Route 3 north
7:17 Bus travels north on Route 3 making rural stops
Bus turns around a The Ledges Road on Route 3
Bus travels south on Route 3 making rural stops at Blake Mountain, Blake Meadows, and Laundromat Road
7:33 Bus travels to Adams Farm Road, then Banjo Drive, and Owl Street for rural stops
7:42 Susie Lane
7:43 Anderson Hill Road
7:44 Colton Road
7:45 Benton Road
7:55 Thornton Central School

Route 175 North, Route 3 South, Millbrook Road  Bus #1 (The First Bus in Line)
Driver: Alisha Gowen

7:10 Mt. Woodlands and rural stops along Route 175
7:19 Bus travels along Thornton Gore Road and turns around at the fork. Bus travels back to Route 3 south.
7:25 Bus stops across from Pioneer Motel
7:27 Rural stops south on Route 3
7:30 Bus stops at West Thornton/Mirror Lake Road and continues south for rural stops
7:33 Shamrock Motel
7:35 Bus turns around at Sutherland Farms Road and continues north on Route 3 for rural pickups to Cross Road and south on Route 175 for rural pickups
7:40 Bus travels Millbrook Road for rural stops, turns around at 4-way intersection and back to Route 175
7:42 Route 175 for rural stops
7:55 Thornton Central School

Route 49 and Mad River Road  Bus #2 (Middle Bus)
Driver:

7:20 Route 49 East and Goose Hollow Road for rural stops
7:25 Gateway, turns around at Orris Road, Route 49 west to Hill Road
7:35 Tamarack Drive, Sherburn Drive, Lee Brook Road
7:38 Bear Ridge Road
7:40 Mad River Road stops
7:42 Route 175 north for rural stops
7:55 Thornton Central School

PLEASE NOTE TIMES ARE APPROXIMATE. STUDENTS SHOULD BE AT THEIR STOPS 10 MINUTES BEFORE THEIR DESIGNATED PICK-UP TIME

Questions regarding transportation should be directed to Durham School Services at 726-2037.
Academic Policies and Information

General Philosophy

Thornton Central School's educational program should be a continuous process in the physical, social, emotional, and mental development of our children. Therefore, the school will provide an atmosphere in which children feel comfortable progressing at their own rates and consistent with their abilities.

It is the charge of the school to stimulate a desire for intellectual curiosity, develop self-confidence, and to provide opportunities for each child to acquire the knowledge necessary to assume her or his role in a changing world.

Field Trips

Field trips are planned educational experiences correlating closely with grade-level curricula. Since these lessons occur away from the school grounds, permission slips, signed by parents, are a prerequisite for student participation. The exception to this are field trips to Plymouth State University, Plymouth Regional High School for SAU wide events, i.e. Cultural Arts or to another school within the SAU. A general notice will be sent home in advance of the event. They monthly calendar will also have the information listed.

A limited number of parent chaperones may be needed for some class field trips. Please speak with your child’s teacher if you would like to help supervise a group. Prior to attending a field trip, parent chaperones must sign and have on file the and must have passed a criminal record check.

Enrichment Activities

Thornton Central School has a plethora of enriching specials class designed to help students explore and stimulate interest and abilities. Following is a list of our specials: Art, Music, Physical Education, STEM (Science Technology Engineering and Mathematics) Computers, and Library/Media. Starting in fifth grade, students start band instruments and health class. Students also receive guidance lessons. The guidance counselor is available for small groups and integrated projects.
Each pupil is required to participate in physical education on a regular basis unless the school receives a written excuse from a doctor stating why the pupil should be excused.

Physical education grades will be determined on a combination of the following:

1. Attitude and cooperation.
2. Attempt and/or effort made.
3. Other criteria deemed relevant by the faculty and administration.

A student's physical ability and development will not be used as criteria for grading.

Appropriate gym dress is required: sneakers that tie, socks, shorts/sweats, and shirt (tee or sweat). It is the student's responsibility to bring clean, dry sneakers to class on gym day. Students who fail to do so will not be allowed to participate. This regulation is in the interest and safety of the students.

A student found to have cheated/plagiarized from the internet or other printed source is to receive no credit for the assignment/test at issue. Parent(s), the guidance counselor and the principal are to be notified by the teacher of the first offense and a conference will be scheduled. Second (repeated) offenses are to be referred to the principal by the teacher/counselor for further action. No credit will be awarded for any work completed through cheating or plagiarism.

Cheating is defined as presenting someone else’s ideas, words or information as one’s own or giving unauthorized assistance to someone else’s work. Unless authorized by a teacher, the following examples are considered cheating: using unauthorized cheat sheets, looking at someone’s paper, having someone else write a paper, copying homework, giving or receiving answers, allowing someone to copy work, test, etc. and presenting information as one’s own without giving credit to one’s source.

In the event that a student plagiarizes the work of another, both students will automatically receive a zero on that assignment and will meet with teacher(s) and administration to determine whether further consequences are necessary.
Computers

Students will have opportunities to use the computers, using existing software on the network. Under no circumstances are students allowed to load programs or games into the computer network. See Student Acceptable Use Computer Protocol page 91

Homework Policy

Homework is an enriching supplement to the child's in school tasks and is a bridge between school and home. Assignments are based on material that has been taught and is pertinent and meaningful to the student's academic growth. Completed homework assignments in grades 4 to 8 constitute a percentage of the student's final grade. All students are expected to read for at least 30 minutes each night.

Homework may include:
- Make-up work for time lost due to illness or absence
- Remedial work
- Lists of words encountered in reading, spelling, and other school assignments
- Research projects
- Reading for book reports
- Completing assignment not finished in school
- Special assignments
- Material designed to build understanding of newly introduced concepts.

Parents can help by:
- Setting aside a regular time when homework is done
- Allotting adequate space
- Providing proper lighting
- Providing tools — paper, pencils, other supplies
- Setting appropriate time limits
- Showing how, not doing
- Reviewing the PowerSchool Parent Portal with the student for missing assignments
It is important to note that the following guidelines for amount of homework are based on expected duration of assignments for a typical student. If the amount of uninterrupted time that a child engages in homework is significantly more than what is listed below, parents and students are asked to contact their teacher(s) to discuss and address the disparity. The guidelines are to serve as a common denominator within the district and apply to regular, routinely assigned homework to practice and reinforce skills and information introduced in class and to prepare students for upcoming lessons and discussions.

District Guidelines for total homework for a typical student in the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time Guidelines</th>
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</thead>
<tbody>
<tr>
<td>Grades 1-2</td>
<td>10-20 minutes per night</td>
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<tr>
<td>Grades 3-5</td>
<td>30-50 minutes per night</td>
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<tr>
<td>Grades 6</td>
<td>60 minutes per night</td>
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<tr>
<td>Grade 7</td>
<td>70 minutes per night</td>
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<tr>
<td>Grade 8</td>
<td>80 minutes per night</td>
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<tr>
<td>Grade 9</td>
<td>90 minutes per night</td>
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<tr>
<td>Grade 10</td>
<td>105 minutes per night</td>
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<tr>
<td>Grade 11-12</td>
<td>120 minutes per night</td>
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</tbody>
</table>

*Students enrolled in electives and upper level courses in the middle and high school years, such as advanced math courses and foreign language, can expect homework amounts higher than the guidelines provided above.

**The district recommends that all students at all grade levels engage in daily leisure reading above and beyond homework expectations above.

All students in grades 4 through 8 will be provided with a daily planner in which students are to record nightly and long term assignments.

Homework Club is provided for students in grades 4-8 on Monday, Tuesday, Wednesday, and Thursday from 2:45 to 3:30pm.
The development of effective habits and routines to support the educational process in each child is essential in every stage of their academics. To foster the value and importance of homework, both as a means for personal achievement and as an integral component to academic progress and grading structures, SAU #48 has set the following graduated guidelines for grades 6 through 8 relative to missing or late assignments to encourage positive transitions from the middle school to the regional high school.

Grades 6 through 8: Assignments submitted at the beginning of the class on the due date are eligible for up to 100% of assessed value. Assignments submitted at the beginning of the next class are eligible for up to 80% of assessed value. Beginning with the third day following the due date, late assignments will be eligible for no more than 60% of assessed value. For longer term projects or assessments, consequences for late or missing work will be at the discretion of the individual teacher.

For assignments missing due to absence from school, students will have one day (including weekend days) for each consecutive day absent to complete homework assigned during the absence.

In grades 6 through 8, the value of homework will not exceed 35% in the calculation of grades for the end of the marking period.

After two missed homework assignments in a class during a marking period, teachers will call parents to provide a mutual opportunity to discuss any problems or issues with homework completion. In the case of students in shared custody living arrangements, both households will be contacted.

It is important to note that the above guidelines have been developed to cultivate a norm of regular and timely homework completion to support the personal development and academic achievements of every student. The guidelines do not apply in certain circumstances articulated by each school that include but are not limited to special education modifications and extenuating circumstances beyond the student’s control.

**Parents and students are expected to communicate any and all questions or concerns they may have to the staff at their school to ensure student success and preparation for education progress and achievement.**

Parents can help by: Setting aside a regular time when homework is done. Allotting adequate space, providing proper lighting, providing tools – paper, pencils, other supplies. Setting appropriate time limits. Showing how, not doing.

**Academic Expectations** The primary goal of education at Thornton Central School is to engage students in constructing important knowledge they will use for a lifetime
Independent Reading

It’s recommended for a student to read each day at each student’s reading level. Teachers are continuously assessing student literacy skills, formally and informally. Students are expected to have a book for reading each day. Books are available in classrooms or at the library for students to check out. Students are encouraged to read independently, as well as to discuss and share books.

Rationale

Trend in public education continues to underscore the importance of encouraging life-long learning and independent thinking in the development of successful individuals and contributing citizens. To that end, requiring academic work outside of the classroom to be completed during out-of-school hours fosters habits, routines, and skill development to support this valuable element of public education. The institution of common homework guidelines and expectations will serve to prepare all students in the district for each stage of their academic development, for the many independent aspects of the educational process, and for the earned credit system of Plymouth Regional High School that prepares students for a variety of post-graduate programs such as higher education and job training.

Student Promotion

Elementary Grades: It is the policy that the students in the elementary grades working successfully in the academic area exhibiting acceptable social, emotional and physical development for their grade level be promoted.

Middle School: it is the policy that students in middle school will obtain passing grades in all major subjects (Language Arts, Math, Science, Social Studies) and in exploratory areas (Physical Education, Art, Technology Education, Music) be promoted to the next grade.

Promotion and/or assignment may be granted by the principal for extenuating circumstances.
Schools in SAU#48 consider the discussion of retention very seriously. However, in certain cases, it is recognized that retention is necessary, particularly at the earlier grades where it may be most beneficial. It is realized, however, that retention may be necessary at any grade.

Following are general considerations that need to be examined:

- Retention is particularly effective when students show serious academic deficits because of lack of opportunity in instruction rather than lack of ability.
- In making the determination for promotion, assignments or retention, such factors as language arts, reading and mathematics achievement, developmental readiness, attitude of the child and parents, disabilities, potential learning ability, chronological age, social development and interaction, physical development and previous record of retentions must be considered.
- Research shows that retention may increase the risk of student dropout and often results in poor personal adjustment and self-esteem.
- Retention shows a poor correlation to improved student performances and therefore should be used judiciously.
- The child’s schooling and development history.
- Reasons for school failure (e.g. emotional problems, low ability, frequent school moves and absences).
- The effectiveness of instruction (e.g., teaching practices, the match between the student’s ability level and curricular demands).
- The type and quality of alternative strategies (e.g., direct instruction, remedial services, cooperative learning, peer tutoring, differentiated instruction, etc).
- Student attitude toward retention and the level of parental support, and the extent of alternative programming available in both the new and repeated grade.
Thornton Central School employs a variety of statewide and district assessments to inform instruction, gauge student growth and monitor school-wide progress. These assessments vary from grade to grade and a letter/email will pre-alert parents as to upcoming test events.

Student reports and interpretive guides are mailed home after testing concludes, at the beginning of the school year, parents will be provided more detailed information about these assessments, including test duration and format and/or student results.

We welcome parent inquiries and comments about their child's testing at any point during the school year.

**Fall Testing** – Grades 2-8  NWEA: Measures of Academic Progress (MAP) test in Reading/Writing and Mathematics.

**Winter Testing** - Grade 8  Preliminary Scholastic Aptitude Test (PSAT) in Reading/Writing and Mathematics

**Spring Testing** -  Grades 3-8  NH Statewide Assessment System (NHSAS) in Reading/Writing and Mathematics

- Grades 5 and 8  NH Statewide Assessment System (NHSAS) in Science
- Kindergarten and Grade 1  NWEA: Measures of Academic Progress (MAP) test in Reading and Mathematics
Parents Right to Know - Title 1

PARENTS RIGHT-TO- KNOW Title I, Part A of ESSA (Every Student Succeeds Act 2015)

Title I Program May 2017 Parent’s Right To Know - (Section 1112(e)(1)(A-B))

Qualifications: At the beginning of each school year, a LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information - A school that receives Title I funds must provide to each individual parent –

- Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the state assessments required under this part; and
- Timely notice that the parent’s child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
Students and parents in grades 5-8 are able to use PowerSchool to keep up with the student’s progress. A user name and password is required to access PowerSchool. If you need assistance with login, please call the office at 726-8904 to have your account reset or to establish an account. The information can be picked up in person, emailed to the parents, or by mail.

Students in grades 5 through 8 have an opportunity to earn Honor Roll and High Honor Roll. Students who receive grades of B or higher in Language Arts, Mathematics, Literacy, Science, and Social Studies and earn a Level 3 or better in Work Habits on all of their quarterly report cards have achieved Honor Roll.

Students who receive all A’s in Language Arts, Mathematics, Literacy, Science, and Social Studies and earn a Level 3 or better in Work Habits in all subjects on their quarterly report cards have achieved High Honor Roll.

Our ultimate goal is that students take active ownership for their learning by persevering when they are challenged, by preparing for each lesson, by actively participating in learning, and by collaborating positively with classmates. The following Work-Study Practices are integrated into class lessons and are an important reflection tool for students:

These are lifelong skills that are recognized locally and globally for people to succeed in college, career, and as a citizen. Through our report card process, students and parents will receive feedback on how students are developing these habits. With the belief that these Work-Study Practices are essential to success, they will be included as part of the qualifications for making honor roll. In addition to the academic grade a student must earn a 3 in each Academic and Specialist Area to achieve Honor Roll status.
5-8 Grades - Grading

A  90-100   Superior
B  80-89    Commendable
C  70-79    Average
D  60-69    Needs Improvement
F  59 or below    Failure

Report Cards

Report Cards are sent home quarterly. When they are sent home, they will be in an envelope that needs to be returned with your signature. The grades closing date and report card dates can be found on the schools website and the monthly calendar where applicable.

5-8 Grade Work Study Practices Rubric

<table>
<thead>
<tr>
<th>Work Study Practices</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Collaboration:</strong></td>
<td>ALWAYS...</td>
<td>USUALLY...</td>
<td>SOMETIME...</td>
<td>RARELY...</td>
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|                      | • Respects role of others  
|                      | • Listens/shares resources and ideas  
|                      | • Flexible and is willing to compromise  
|                      | • Helps group remain on task  
|                      | • Respects role of others  
|                      | • Listens/shares resources and ideas  
|                      | • Flexible and is willing to compromise  
|                      | • Helps group remain on task  
|                      | • Respects role of others  
|                      | • Listens/shares resources and ideas  
|                      | • Flexible and is willing to compromise  
|                      | • Helps group remain on task  

September 2019
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<th><strong>Communication:</strong></th>
<th><strong>ALWAYS....</strong></th>
<th><strong>USUALLY....</strong></th>
<th><strong>SOMETIMES....</strong></th>
<th><strong>RARELY....</strong></th>
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<th><strong>Creativity:</strong></th>
<th><strong>ALWAYS....</strong></th>
<th><strong>USUALLY....</strong></th>
<th><strong>SOMETIMES....</strong></th>
<th><strong>RARELY....</strong></th>
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<th><strong>Self-Direction:</strong></th>
<th><strong>ALWAYS....</strong></th>
<th><strong>USUALLY....</strong></th>
<th><strong>SOMETIMES....</strong></th>
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Thornton Central School has a full-time guidance counselor; whose responsibility is to try to help the child function better in school. Counseling helps students to develop better self-concepts, strengthens their ability to solve problems, and changes attitudes that are detrimental to students’ school success. The counselor uses individual and group counseling sessions to complement the efforts of teachers and other staff members. It is important to remember that the school counselor is not a psychiatrist. Parents, administrators, students, or teachers may refer children to the counselor. Please speak to the counselor for a referral form if you feel that your child is in need of his services.

Thornton Central School offers a speech-language program designed to meet the needs of all students. The part-time Speech Pathologist (SLP) and a part time aide who works under the supervision of the SLP. They assist children in our regular education programs that are experiencing difficulties with speech sounds and therapy is offered to those students with speech and language needs indicated in their Individualized Education Plans (IEP). The goal of the program is to provide intensive intervention for students (grades 1-5) with one or two articulation (sound) errors.

Kindergarten and students who are new to Thornton Central School and in grades 1-3 are screened with a standardized assessment. Those students who demonstrate developmental speech and language delays may be placed in small group, language enrichment classes. For these students, screening may be repeated in the spring to assess progress. Those students who continue to demonstrate speech and/or language delays may be referred to Special Education as appropriate.

Regarding speech articulation, a child’s overall speech pattern will usually become more understandable as he or she matures. Most children do not need direct training to eliminate typical developmental sound substitutions. Some children do require speech therapy to develop accurate articulation of all speech sounds. Every attempt is made to fit these students into the speech and language caseload. Parental commitment to regular home practice is required for students with articulation disorders to receive speech therapy. Addressing speech articulation errors is important toward development of social, emotional and education skills.
Special Education Services

Special Education services are available at Thornton Central School both in the Regular Education classroom and in the Resource Room or a specialist’s area. Related Services are services needed to assist children with disabilities to benefit from special education. They may include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of a child’s disabilities, counseling services, including rehabilitation counseling, orientation and mobility services, school nursing services, school health services, social work services in school, parent counseling and training, transportation, and medical services for diagnostic or evaluation purposes.

Special Education

It is the policy of the SAU#48 to provide appropriate educational services for students with special needs. SAU#48 recognizes two categories of special needs students: disabled and non-disabled.

Special education services for disabled special needs students are provided in accordance with federal and state laws which address the educational needs of such students. The State of New Hampshire recognized three general types of disabilities: physical, intellectual, and emotional. Within these broad categories are breakdowns of specific disabling conditions, with criteria specified for each.

Special educational services for non-disabled special needs students are provided at the discretion of the school district. Although such services are not required by law, SAU#48 makes every attempt to provide appropriate special services for these students. A non-disabled special needs student generally has problems that are not severe enough to meet the criteria for inclusion in the disabled category, but problems that are an identifiable nature, and directly interfere with the student’s ability to learn at a normal or predicted rate or in a normal manner.

It is the policy of all schools in SAU #48 to provide a Free Appropriate Public Education (F.A.P.E.) to all students including those with disabilities in the Least Restrictive Environment as required under the Federal Individuals with Disabilities Education Act (IDEA).

The New Hampshire Department of Education publishes a Procedural Safeguards Handbook for Special Education: Parent's Rights in Special Education that is available at the school or found on the SAU Web site (www.sau48.net). All procedures are followed as outlined below:
Overview of the NH Special Education Process

The special education process includes specific steps, each with their own requirements. These requirements are discussed in more detail in the applicable sections of the Procedural Rights Handbook. Each step in the special education process includes procedures for parents and schools to work together and to resolve any disagreements they may have. The sequence of the special education process is:

1. Identification (Child Find)
2. Referral & Disposition of Referral (*meeting)
3. Evaluation
4. Determination of Eligibility and Disability Category (*meeting)
5. Development of the IEP (*meeting)
6. Determination of Educational Placement (*meeting)
7. Implementation and Monitoring

*Note: some of these required meetings may be combined.

The process includes an annual review of the IEP (Individual Education Plan) and placement, which is based on information such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.
1. **Identification.** Anyone may suspect that a child may have a disability and need special education. Additionally, school districts are required to have formal “Child Find” procedures to locate, evaluate and count children who may have disabilities to ensure that eligible children are found, classified and provided needed services. This includes children in public schools, in private schools located within each school district, children who are wards of the state and homeless children.

2. **Referral.** When a parent, teacher or other person suspects a child may have a disability and need special education, he/she may make a referral to the school or LEA (Local Education Agency). It is best if the referral is made in writing, and it explains why you believe the child may have an educational disability. If the referral comes from someone other than the parent, including from the child’s teacher, the parent is immediately notified in writing that a referral has been made. Some children may be referred through the school district’s Child Find efforts.

   Within 15 calendar days of receiving the referral, the Team must meet to make a disposition of referral and notify the parents, in writing, of their decision. The Team may decide that there is no indication that the child has a disability and needs special education or special education and related services and that at this time the school can meet the child’s needs through regular educational services. Otherwise, they would determine that there is reason to suspect the child may have a disability and should be evaluated.

3. **Evaluation.** A child who is being considered for special education must be given a full and individualized evaluation to determine eligibility for special education, as well as to identify education needs (such as academic, communication, developmental, motor, social/emotional, and vocational needs). Written consent from the child’s parent is required before this testing may be conducted. A team of people, including the parents, will consider any information they already have about the child to determine what additional testing is needed. The testing will then be conducted by trained and knowledgeable, certified or licensed evaluators, and completed within 45 calendar days after the school has received written parental consent for the evaluations (unless the parent and LEA have agreed to an extension). Once the testing is completed, the parents will be given a report of the results. If the parents disagree with the evaluation conducted by the school district, the parents may request the district provide an independent educational evaluation at no cost to the parent.

4. **Determination of Eligibility and Disability Category.** When the evaluations are complete, the Team uses that information to determine whether the child is eligible for special education services. To be eligible, the child must have a disability, and require special education or special education and related services to benefit from education. The child will then be identified (“coded”) with one or more of 14 specific disability classifications listed on page 16 of the Procedural Safeguards Handbook. Once a child begins receiving special education, he/she is reevaluated at least once every three years to ensure the Team continues to have current information on which to base their decisions.

5. **Development of the IEP.** Within 30 days after the child is found eligible for special education, the Team meets to develop an individualized educational program (IEP) for the child. Once a child has an IEP, it is reviewed/revised at least annually, and it
must be in place at the start of each school year. The IEP does not become effective until it is agreed upon and signed by the parent(s).

6. **Determination of Educational Placement.** After the IEP has been developed, the Team meets to determine the least restrictive environment in which the child can receive the educational services described in his/her IEP.

8. **Implementation and Monitoring.** The child begins receiving services once the parents’ consent in writing to the IEP and placement. Then parents, educators and others involved with the child monitor the child’s progress on an ongoing basis to ensure his/her educational needs are met. If concerns about the child’s progress arise, a meeting of the Team may be requested and scheduled without unnecessary delay.

## Parental Rights to Participate

Parental involvement is an important right in the special education process. Parents have information about their child’s strengths, needs and interests. They know about their child’s hopes, dreams and fears, and what motivates their child. Parents know how their child learns. They are also a constant in their child’s life; they have been there from the beginning, and can serve as historians for the Team. When parents are able to share information about their child, the Team is better able to make informed decisions that will benefit that child.

“Parents” include natural or adoptive parents, legal guardians or surrogate parents, including foster parents who have fulfilled certain requirements. Parents have many rights and responsibilities in the special education process that facilitate their involvement as members of the IEP Team, including the right to:

- Be notified about important decisions regarding their child’s education;
- Participate in meetings with respect to the identification, evaluation, educational placement, and provision of their child’s free and appropriate public education (FAPE), including the development of their child’s IEP.
- Give or withhold written consent:
  - before their child is evaluated or reevaluated;
  - before determining or changing the child’s eligibility or disability classification;
  - for the child’s individualized educational program (IEP);
  - for the child’s educational placement;
  - before the nature or extent of a child’s special education or related services may be changed; or
o before confidential information about their child may be released.

However, if the parents do not respond to a request for consent for any activity besides the initial evaluation, initial IEP, initial placement, or release of confidential information about the child, the school district may implement its proposed action after taking reasonable measures to obtain parental consent. Additionally, if parents refuse consent for an initial evaluation, the LEA may use due process procedures to pursue the evaluation. If parents refuse consent for, or fail to respond to a request for consent for, the initial provision of services, the LEA may not use the due process procedures to provide services. The LEA would then not be liable for failing to provide FAPE or for developing an IEP.

- For children who are wards of the State, the LEA must make reasonable efforts to obtain informed consent from the parents for an initial evaluation, except when: the parents cannot be located, the parents’ rights have been terminated, or the rights of the parents to make educational decisions have been removed and an individual appointed by a judge to represent the child has given consent for the initial evaluation.

- Have meetings held at times and places that are mutually agreed upon (with some limitations)
- Participate, through other means such as conference calls, in the development of the IEP if the parent is unable to attend a meeting
- Invite their child to some or all of the meeting if the parent believes it is appropriate (children will be invited to attend meetings when transition services are being discussed)
- Invite other individuals to the IEP meeting
- Have the school district ensure the parent understands the proceedings of the IEP meeting, including providing an interpreter or translator for parents when needed

**Alternative Education Plans**

Students not eligible for special education but in need of special programs will be reviewed by the Child Study Team and recommendations for a program will be made. Parents will be asked to give their written consent before any special services or individual arrangements are provided. Parents have the right to refuse permission for any portion of a non-disabled special needs program. In such cases the service will not be provided.
Students identified as disabled who need accommodations to access education but who do not require Special Education may be placed on a 504 Plan. SAU #48’s Non-Discrimination Policies and Procedures are followed and in compliance with federal and state regulations in developing the plan and determining eligibility. Thornton Central School’s 504 coordinator is Danielle Morse, Guidance Counselor.

NOTICE OF RIGHTS PURSUANT TO RSA 186-C:16-b, THE STATUTE OF LIMITATIONS FOR SPECIAL EDUCATION CASES

The state and federal special education laws (New Hampshire Revised Statutes Annotated, Chapter 186-c and Title 20, United States Code, Sections 1400-1415) require that the school district offer a “free, appropriate public education” to all educationally disabled children. These statutes define educationally disabled as children suffering from certain enumerated disabilities who are between the ages of 3 and 21 and who have not yet obtained a high school diploma.

A free appropriate public education consists of specially designed instruction and educationally related services in accordance with individualized education program developed by the school district in consultation with the student’s parents and/or the student.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine your child’s eligibility. Such referrals should be addressed to The Principal, Thornton Central School, 1886 NH RT 175, Thornton, NH 03223.

The special education laws confer many rights and obligations upon parents and school districts regarding educationally disabled children. These include, but are not limited to, the following which are listed in Title 20, United States Code, Section 1415(b):

- Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education.

- Parents may obtain an independent educational evaluation.

- The school district must adopt procedures to protect the rights of the child.

- Whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the state, procedures may include the assignment of an individual who is not an employee of the school district or the state department of education to act as a surrogate for the child’s parents or guardian.
The school district must give the child’s parents or guardian prior written notice whenever the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The school district must adopt procedures designed to ensure that this notice fully informs the parents or legal guardian in their native language of all procedures available under Section 1415, unless it is clearly not feasible to do so.

The school district must adopt procedures which include the opportunity to present complaints with respect to any matter in relation to the identification, evaluation, or educational placement of the child, or the provision of free appropriate public education to such child.

Whenever a school district receives such a complaint, the child’s parents and guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the state department of education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer’s decision may be appealed to US District Court or the New Hampshire Superior Court.

State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer’s decision to the courts. According to New Hampshire Revised Statutes Annotated, Section 186-c:16-b, which became effective on May 1, 1992:

Any action seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative hearing from the state department of education within 2 years of the date on which the alleged violation was or reasonably should have been discovered. However, any action against a school district to recover the costs of a unilateral special placement shall be commenced by requesting an administrative hearing from the state department of education within 90 days of the unilateral placement.

Where the parent, legal guardian, or surrogate parent has not been given proper notice of special education rights pursuant to Title 20, United States Code, Section 1415(b), including notice of the time limitations in New Hampshire Revised Statutes Annotated Section 186-C:16-b, such limitations shall run from the time notice of those rights is properly given. The state department of education shall make available a model notice of rights which school districts may use as one means of complying with this notice.

An appeal from the state department of education administrative hearing officer’s decision to a court of competent jurisdiction shall be commenced within days from receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
Any action under Title 20, United States Code, Section 1415(e) seeking reimbursement from the school district for attorney’s fees related to a request for an administrative hearing, shall be commenced within 120 days from receipt of the state department of education administrative hearing officer’s decision.

Where a unilateral placement has been made without the school district of residence being offered a reasonable opportunity to evaluate the child and to develop an individualized education plan, reimbursement may not be sought from the school district for any costs incurred until the school district is given an opportunity to evaluate the child and to develop an individualized education plan.

**Parents Right to Know - Title 1**

PARENTS RIGHT-TO- KNOW Title I, Part A of ESSA (Every Student Succeeds Act 2015)
Title I Program May 2017 Parent’s Right To Know - (Section 1112(e)(1)(A-B))

**Qualifications:** At the beginning of each school year, a LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student’s classroom teachers, including at minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

**Additional Information** - A school that receives Title I funds must provide to each individual parent –

- Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the state assessments required under this part; and
- Timely notice that the parent’s child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
The athletic program is an important part of the school’s curriculum, and athletes are representative of the school and our community. Our athletic program strives to provide our children with an appropriate challenge; to develop healthy competition and pride in our school within each athlete, and to foster outcomes which are consistent with the goals of the other educational programs at Thornton Central School.

To achieve these goals, the Thornton School Board holds specific expectations for its coaches and students who participate in athletic events. These expectations are enumerated below.

**Expectations:**
- Interscholastic teams shall be made up of students in grades 6, 7, and 8.
- Every child on a team shall be involved for a significant part of the game.
- All children participating in or attending the event will display good sportsmanship. Parents should model good sportsmanship for their children. Good sportsmanship means:
  - Having respect for officials;
  - Having respect for fellow players;
  - Having respect for players on other teams;
  - Graceful acceptance of the results of the contest; and
  - Teamsmanship is working collaboratively with teammates to develop the overall performance of the team.
- All those attending a game will use proper language and demonstrate appropriate behavior.
- Respect shall be shown for the school’s facilities and equipment.
- Support for the team will be shown in an appropriate fashion by cheering and not booing. It is expected that players watch a game to its conclusion, when they are not playing in the contest.
- It is the coach’s responsibility to keep students informed about the times for the games and practices. It is the player’s responsibility to attend all games and practices unless excused by his/her coach.
If at any time, in the judgment of the head coach, this policy of the School Board is being violated by members of the team, students or other spectators, then the coach may discipline team members by reprimand, suspension from the team, or if warranted, withdrawal of the team from the field of play.

Children may be picked up at an away game by their parents. In instances where others are designated by parents to pick up children, it is required that a letter authorizing the transfer be given to the coach on the morning of a game. In all instances, the coach must physically see the adult to whom the child is being transferred.

**Pemi-Baker League**

Students in grades 6 through 8 may participate on Thornton Central School teams, which compete in the Pemi-Baker League. The league consists of Campton, Thornton, Holderness, Rumney, and Wentworth. Each coach does his/her best to give all students the opportunity to play during practices and games. A sports physical is done between grades 5-8 must be on file with the school nurse in order for your child to participate. The upper grade staff and principal will determine students’ academic performance and their privilege to play as a group, according to the child’s academic ability.

The following activities are offered:

- **Fall**  September & October: Girls’ Field Hockey and Boys’ and Girls’ Soccer
- **Winter** Late November – January: Boys’ and Girls’ Basketball
- **Spring**  May & June – Boys’ Baseball and Girls’ Softball

**Extra-Curricular Activities - Athletics**

- All athletic practices will run between the hours of 2:45 - 4:15*. (Subject to change with official notification from the school.)
- Coaches are responsible for the players on their teams only during these hours. Students not on the team should not be staying after school and waiting for a game. Student spectators at events should be supervised by their parents.
- All parents should make arrangements to pick their children up.
- Most home games are over at 5:00 p.m. * Parents should make arrangements to pick their children up at this time. Supervisors will leave the building 15 minutes after games end.
Parents will be expected to pick students up promptly after away games. Coaches will remain on the premises 15 minutes after the bus returns.

Students are responsible for taking all books, clothing, and school materials with them at dismissal time. They may be left in the lobby but not upstairs in the classrooms.

Students will have access to the gymnasium until 4:30 p.m. Books and other materials may be left there. *Times may vary. Notification of any changes will come from the school.

To participate in extracurricular activities a student must maintain an acceptable academic performance determined by principal and staff.

Dances are scheduled throughout the school year for middle school students, grades 6-8. The date, time and dress for each dance will be announced at least 1 week in advance.

The dances will be restricted to Thornton Central School students, and on special occasions, students in SAU #48. Some of those dances are SAU dances where students from schools in SAU 48 and Ashland are invited to attend. Each month, one of the schools in the SAU hosts the SAU dance. Dances are held from 6:30-9:00 PM. The schedule of the dances can be found on the bulletin board in the main lobby or on the school Web site under the students tab. Teachers and administrators serve as chaperones for all dances.

All students must have transportation to and from the dance. All students attending the dance will enter the multipurpose room immediately upon arrival, and no one will be allowed outside until the dance is over. No tobacco, vaping products, alcohol, or drugs are permitted. Cameras and cell phones are not allowed either. Cell phones [voice, text, pictures] are not allowed to be out at any time or used during the dance.

Parents/guardians should pick their child up promptly after the dance. Dances at all of the schools in the SAU#48 district are a fun social activity for middle school students. It’s a great way for your child to meet other students from other schools.
Beginner band is offered to fifth grade students. Advanced band is offered to students in 6-8th grades. Chorus is available for students in grades 5 through 8.

**Winter Activities**

A ski/skate/swim/ride program is offered at Thornton during January and February. There is a cost for this program. If for any reason the director of the program recommends a student lose the program privileges, that student will lose privileges either temporarily or permanently depending on the individual situation.

A permission slip will be sent home in November to further clarify the procedure. Once students have committed to a program, they are expected to complete the season in their activity.

The program is a part of the school's physical education curriculum, it is expected that all students in grades 1-8 will participate unless excused by the principal.

**NJHS**

The National Junior Honor Society is made up of 7th, and 8th grade students who have to complete an application process to be chosen. The National Junior Honor Society sponsors spirit, community service, social and fundraising activities throughout the year. They are a very active organization that strives to serve all the students at TCS.
No School Policy

Thornton Central School has adopted the School Messenger System where families will receive an automated telephone call announcing No School or Delayed Opening. Parents may also call the school – 726-8904 or check online www.tcs.sau48.org. Days "lost" by school closings will be made up at the end of the school year. In the case of a delayed opening, there will be no playground supervision before the delayed opening time. At times it may become necessary to shorten school days because of an impending storm, no heat, etc. In such cases, we will use the School Messenger System to notify all parents. Parents, please discuss with your child what to do if they are dismissed early.

Nondiscrimination

Nondiscrimination The School Administrative Unit #48 School Boards including Campton, Ellsworth, Holderness, Pemi-Baker Regional, Plymouth, Rumney, Thornton, Waterville Valley, and Wentworth have adopted a policy of nondiscrimination on the basis of sex, race, and creed, country of national origin, handicapping condition, disability, or age.

The School Boards of SAU #48, in accordance with the requirements of Title IX of the Education Amendments of 1972; Public Law 92:318; Section 504 of the Rehabilitation Act of 1973; Title VI of the Civil Rights Act of 1964; the Age of Discrimination Act of 1975; Individuals with Disabilities Education Act; and amendments thereto in Public Laws, hereby declare formally that it is the policy of the Boards in their actions, and those of their employees, that there shall be no discrimination on the basis of sex, race, creed, country of national origin, handicapping condition, disability or age for employment in, participation in, or operation and administration of any educational program or activity in the School Administrative Unit #48 Schools.

Inquiries, complaints and other communications relative to the compliance of this policy and other public laws and federal regulations concerned with nondiscrimination, shall be addressed to Mark Halloran, Superintendent, or Ethel Gaides, Title I Coordinator, 47 Old Ward Bridge Road, Plymouth, New Hampshire, telephone 536-1254, who are hereby designated as the Coordinators.

The Boards acknowledge that their policy of nondiscrimination applies to employment practices in hiring and personnel management as well as to admissions and participation in, and operation and administration of programs and activities within School.
Administrative Unit #48, and is applicable to all persons employed or served by the districts. Any complaints or alleged infractions of the policy, law, or applicable regulations, will be processed through the following grievance procedure.

Mark Halloran, Superintendent of Schools, and Ethel Gaides, Title I Coordinator, are designated as Nondiscrimination Coordinators. A complaint regarding a violation of law shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

Step 1  It is the intent of the Districts of SAU #48 to provide for the informal processing of complaints relative to discrimination based on sex, race, creed, country of national origin, handicapping condition, disability, age, including sexual harassment. Therefore, the first step in this process is for the complainant to discuss his or her grievance with the principal (or designated person at the building level). The principal will attempt to resolve the grievance to the satisfaction of the complainant and any involved parties. Failing such, the complainant or other party may proceed to Step 2.

Step 2  If not already done so, the Non-Discrimination Coordinator will provide a copy of the District's grievance procedures. The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the Non-Discrimination Coordinator, who shall in turn investigate the complaint and respond to the complainant. If not satisfied with the response, the complainant may initiate formal procedures according to the following steps:

Step 3  A written statement of the grievance including the desired outcome signed by the complainant shall be submitted to the Non-Discrimination Coordinator within five (5) business days of receipt of answer to the informal complaint. The Coordinator shall further investigate the matters of grievance, hold informal non-public hearings and reply in writing to the complainant within five (5) business days.

Step 4  If the complainant wishes to appeal the decision of the local Non-Discrimination Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator’s response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 5  If the complainant remains dissatisfied, s/he may appeal through a signed written statement to the local Board of Education within five (5) business days of his/her receipt of the Superintendent’s response in step two. In an attempt to resolve the grievance, the local Board of Education shall meet with the concerned parties and their representatives within thirty (30) business days of the receipt of such an appeal. A copy of the local Board’s disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 6  If at any point the grievance cannot be satisfactorily settled, appeal may be made to the Office for Civil Rights, Region I, U.S. Department of Education, John W. McCormack, Post Office and Court House Square, Room 222, Boston, Massachusetts 02109.
SAU 48
JRA - STUDENT RECORDS AND ACCESS – FERPA

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

B. "Education Record". For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

C. "Directory Information". For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. 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 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 the first week of school to be determined after consultation with Superintendent 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 publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will post this notice on its website. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;

2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;

3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;

4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and

5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

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.

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. Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.

G. Procedures to Seek to 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 "correction" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction. If the Principal believes that the record should not be changed, he/she shall:
   a. Provide the requester a copy of the questioned records at no cost;
   b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
c. Forward the written appeal to the Superintendent; and

d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.

1. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records are 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.

2. **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.

3. 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 or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.

2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred

3. Officials for audit or evaluation purposes.
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 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.


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 access such records.

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

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 63 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.

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

NHSBA history: Revised - May 2018; September 2009; November 2006; March 2005; April 2004

NHSBA revision note, May 2018: This update to JRA includes several important modifications to reflect (1) a state requirement that Districts respond to parent requests for access to their student's records within fourteen (14) days; (2) to remove birth date/place of birth information from the list of "directory information"; and several other content changes to better reflect the requirements of FERPA and applicable regulations. We have also added "post-high school plans" to the list of items included as directory information.

NHSBA adoption considerations: As noted, this update includes a removal of a student's birth date and place of birth from the list of data included as "directory information" (section C). The reason for this is to limit the potential for identity theft. There is, however, no prohibition to including that information. Also, neither FERPA, nor State law, require that a request to inspect records or for copies of records be submitted in writing. Staff should be trained (as they should be with Right to Know requests) to direct parents/eligible students to appropriate forms, procedures and/or personnel, but to also be prepared to process the request whether it is in writing or not.

w/p-update/2018spring/JRA Student Records 2018-5(f)
Approved: December 13, 2018
Anti-Harassment Policy

The School Districts of SAU #48 have an obligation to provide an educational setting that is safe, secure, and free from all forms of unlawful harassment and discrimination for its students and employees. All students and adults in this educational community should work and learn in an atmosphere of mutual respect and understanding based on the individual differences and diversity among its members. The School Districts of SAU #48 will not tolerate unlawful harassment or discrimination of any type.

**HARASSMENT**

Unlawful harassment under this Policy includes but is not limited to unlawful harassment based upon an employee’s or student’s (1) age; (2) race; (3) color; (4) national origin; (5) religion; (6) sex; (7) sexual orientation; (8) gender identity; (9) physical or mental disability; (10) marital status; or (11) veteran status.

Harassment is any behavior that interferes with an individual’s work or academic responsibilities, social interactions, or emotional well-being by the creation of a hostile environment and intimidation, either through physical, verbal, or sexual conduct.

Bullying and cyberbullying, types of harassment, are a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which physically harms a pupil or damages the pupil’s property; causes emotional distress to a pupil; interferes with a pupil’s educational opportunities; creates a hostile educational environment; or substantially disrupts the orderly operation of the school. Complaints of bullying and cyberbullying will be investigated under the SAU #48 Bullying and Cyberbullying Policy.

**REPORT PROCEDURE**

All complaints should be given serious consideration by the person to whom they are reported. Students should report the alleged acts immediately to an adult such as a teacher, aide, nurse, guidance counselor, or principal.

The adult must then refer the complaint to the school administrators, either the principal or the assistant principal. The school administrators will act to promptly investigate and equitably resolve all complaints either formal or informal, verbal or written of unlawful harassment. Any school employee, volunteer, or employee under contract with the school or School District, who has reliable information that a student has been subjected to harassment, shall report the information to school administrators.

**DISCIPLINE**

If a complaint is deemed to be valid, the School District shall take such disciplinary action as it deems necessary and appropriate to end the unlawful harassment and prevent its recurrence.
Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspensions, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim, and mandatory education and training.

**RETAILIATION**

The School Districts will discipline any individual who retaliates against any person who reports alleged unlawful discrimination or harassment or retaliates against any person who testifies, assists, or participates in any investigation, proceeding, or hearing relating to an unlawful harassment or discrimination complaint. Retaliation includes, but is not limited, any form of intimidation, reprisal or harassment.

**SEXUAL HARASSMENT**

SAU #48 and its School Districts are committed to providing school environments in which all members of the educational community can work and learn in an atmosphere of respect for their dignity, worth, and well-being. Sexual harassment is illegal, unacceptable, and prohibited. Title VII of the 1964 Civil Rights Act and Title IX of 1972 protects all students and employees from sexual harassment and discrimination.

It is a violation of the law and this policy for any employee, student or anyone interacting with employees or students to sexually harass or be sexually violent to another employee or student, through conduct or communication of a sexual nature as defined by this policy.

For purposes of this policy, the term “employee” shall include, but not be limited to, all School District staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment or position is directed by the School Districts.

The School Districts of SAU #48 will act promptly to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and will discipline any employee or student who sexually harasses or is sexually violent towards another person.

Students and/or employees who believe they are the subject of sexual harassment or sexual violence, or anyone having questions or concerns regarding sexual harassment or sexual violence are encouraged to contact one or more of the following individuals:

1. Assistant Superintendent Title IX Coordinator  
   47 Old Ward Bridge Road  
   Plymouth, New Hampshire 03264  
   Phone: 603.536.1254  
   FAX: 603.536.3545
SEXUAL HARASSMENT DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term of condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment is not limited to requests for sexual favors in return for job or educational benefits. Sexual harassment may include but is not limited to:

1. Verbal and/or written harassment or abuse or a sexual nature.
2. Subtle pressure for sexual activity.
3. Inappropriate patting or pinching.
4. Intentional brushing against a student’s or an employee’s body.
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual’s employment or educational status.
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual’s employment or educational status.
7. Any sexually motivated unwelcome touching.
8. Dating one’s student.
9. Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.
10. Leering at an individual’s body.
12. The display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters, or cartoons.
13. Graphic verbal comments about an individual’s body, clothing or sexual activity.
Any sexual harassment or violence, as defined above, when perpetrated on any student or employee by any student, employee, or anyone interacting with a student or employee will be treated as sexual harassment and/or violence and a violation of this policy.

Hostile environment harassment occurs when unwelcome comments or conduct based on sex, or other legally protected characteristics unreasonably interferes with a student's or employee's performance or creates an intimidating, hostile, or offensive environment. A victim can be anyone affected by the conduct, not just the individual at whom the offensive conduct is directed.

**REPORTING PROCEDURES**

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School Districts of SAU #48 or SAU #48, or anyone interacting with a student or employee, or any third party with knowledge or belief of conduct which may constitute sexual harassment or sexual violence which may violate this policy, should report the alleged acts immediately to an appropriate official as designated by this policy. The SAU and its School Districts encourage the reporting party or complainant to use the report form available from the principal of each building or available from the SAU office, but use of the form is not required.

**COMPLAINT PROCESS**

*In each school building.* The building principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the principal must notify the Superintendent of Schools immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Superintendent. If the report was given verbally, the principal shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the Superintendent of Schools.

*District-wide.* The School Board hereby designates the Assistant Superintendent of Schools as the School District Title IX Coordinator to receive reports or complaints of sexual harassment and sexual violence from any student, employee, any individuals that interact with students or employees (such as contractors, vendors, or volunteers), or the victim of sexual harassment or sexual violence and also from the building principals as outlined above.

If the complaint involves the Superintendent or Assistant Superintendent, the complaint shall be filed with the SAU Board Chairperson.

All buildings shall have conspicuously posted the name of the Title IX Coordinator including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment will not affect the complainant's future employment, grades, or work assignment.
Use of formal reporting forms is not mandatory. The School Districts of SAU #48 and SAU #48 encourage the reporting party or complainant to use the report form available from the building principal or available from the Superintendent’s office.

The School Districts recognize, however, that certain students, especially younger children, may not be able to submit a written complaint. In such cases, alternate methods of filing complaints, such as tape recorders or note takers, shall be made available.

The SAU and its School Districts will, as much as possible, respect the confidentiality of the complainant and the individual against whom the complaint is filed, consistent with legal obligations and the necessity to investigate allegations of harassment and take disciplinary action if the alleged misconduct has occurred.

**INVESTIGATION AND RECOMMENDATION**

The School Districts of SAU #48 and SAU #48 will act to promptly investigate and equitably resolve all complaints of sexual harassment or sexual violence. The Assistant Superintendent, as the Title IX officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately inform the Superintendent and authorize an investigation.

This investigation may be conducted by School District or SAU officials or by a third party designated by the School District.

The investigating party shall provide a written report of the status of the investigation within 10 working days to the Superintendent of schools and the Title IX officer. If the Superintendent is the subject of the complaint, the report shall be submitted to the SAU School Board chairperson.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the SAU and School Districts should consider the surrounding circumstances; the nature of the sexual advances; whether the victim viewed the environment as hostile; whether it was reasonable to view the environment as hostile; relationships between the parties involved; the degree to which the conduct affected one or more students’ education, or employees’ working environment; the type, frequency, and duration of the conduct; the number of individuals involved; age and sex of the alleged harasser, and the subject of the harassment; other incidents at school; and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all of the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, or others who may have knowledge of the alleged incident or circumstances relating to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
The person who is the subject of the complaint will be provided sufficient information about the allegations and a reasonable opportunity to respond to the allegations before the individual is found to have violated this policy and before any corrective action or discipline is imposed. Students who are interviewed may have a parent present during the interview.

In addition, the SAU and School Districts may take any immediate steps necessary, at their discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment.

The Title IX officer shall make a report to the Superintendent upon completion of the investigation.

**SCHOOL DISTRICT ACTION**

Upon receipt of a recommendation that the complaint is valid, the SAU or School Districts will take such action as is deemed necessary and appropriate to end the harassment and prevent its recurrence.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant and alleged harasser by the SAU or School Districts. The report will document any disciplinary action taken as a result of the complaint.

The administration should review the victim’s records, grades, evaluations, etc., with the view to correcting any injustice(s) that might have occurred as a result of the harassment. In the case of an employee, the School Districts and SAU may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.

Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspension, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim, and mandatory education and training on sexual harassment.

Since it is not unusual for harassment to begin after several weeks have lapsed, the harasser should be supervised closely. The victim should be encouraged to report any new problems to the Superintendent or his/her designee. The Superintendent or his/her designee shall interview the victim regularly to make sure that there is no recurrence of the harassment. The Superintendent or his/her designee shall document all follow-up with the victim.

**REPRISAL**

The SAU and School Districts will discipline any individual who retaliates against any person who reports alleged sexual harassment, or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a sexual harassment complaint. Retaliation includes but is not limited to any form of intimidation, reprisal, or harassment.
UNSUBSTANTIATED COMPLAINT
The SAU and its School Districts recognize that not every advance or conduct of a sexual nature constitutes harassment. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

If the complaint proves to be unsubstantiated, the investigator must review the findings and report with the complainant.

This review should include a complete description of the investigation and the reasons why the complaint was found to be unsubstantiated.

This should be done without identifying the names of any other students or employees who were contacted and in compliance with FERPA and privacy laws.

Conduct which does not violate this policy, but violates other policies or school rules, will be addressed on a case-by-case basis by the Superintendent or principal, who may still impose discipline or other remedial actions.

REVIEW OF INVESTIGATION
Any victim or accused who is not satisfied of the outcome of the School District or SAU’s investigation may file a request for review by the School Board by submitting a written request to the Superintendent within ten (10) working days following receipt of the investigator’s findings.

ALTERNATIVE COMPLAINT PROCEDURES
This Policy and its procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Commissioner of Education, initiating civil action, or seeking redress under state criminal statutes and/or federal law. The individual may also choose to file the alleged violation or complaint with:

A. The New Hampshire Commission of Human Rights
   2 Chenell Road
   Concord, New Hampshire 03301
   (603) 271-2767

B. The Equal Educational Opportunity Office (Title IX)
   New Hampshire Department of Education Coordinator
   101 Pleasant Street
   Concord, New Hampshire 03301-3860
   (603) 271-3743

C. Director, Office of Civil Rights
SEXUAL HARASSMENT AS SEXUAL ABUSE
Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under state statutes. In such situations, the SAU and its School Districts shall comply with the reporting requirements of state law and the procedures under the policy on child abuse.

DISCIPLINARY ACTION
Any action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, state statutes, School District and SAU policies. The SAU and School Districts will take such disciplinary action as they deem necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and prevent its recurrence.

AGE-APPROPRIATE SEXUAL HARASSMENT POLICY
This policy is intended to apply to high-school aged students.

The Superintendent and building principals are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the SAU and its School Districts’ elementary schools.

POSTING/PUBLICATION
Copies of this policy shall be given to all Employees, Students, and parents annually by publishing in the applicable Handbook.

Postings required by this policy and/or Title IX shall be made on bulletin boards in every school and office where employees as well as students are likely to see them. It is the responsibility of the building principals to assure that the required postings are up to date and displayed appropriately.
TITLE IX GRIEVANCE FILING FORM

Your name__________________________________________

Your school and/or position________________________________________________________

Place where you may be reached___________________________________________________

Address __________________________________________ Telephone Number _____________

Nature of your grievance (Please describe the policy or action you believe may be in violation of Title VII or Title IX and identify and person(s) you believe may be responsible.)

_____________________________________________________________________________

If others are affected by the possible violation, please give their names and/or positions.

_____________________________________________________________________________

If you wish, please describe any corrective action you would like to see taken with regard to the possible Title VII or Title IX violation or provide other information relevant to this grievance.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Signature of grievant ______________________________________________________________

Signature of person receiving grievance _____________________________________________

Place of grievance filing _________________________________________________________
Safe School Environment Policy

In order to preserve peace and good order and to prevent distraction and disruptive and violent conduct, the following procedures will be followed:

A. Any behavior that creates a hostile environment including, but not limited to written, verbal or gestural threatening, harassment or intimidation will require immediate intervention.

1. First Offense
   a. The incident is reported to any faculty or staff member.
   b. The faculty or staff member reports the complaint to one of the Title IX Officers.
   c. The Title IX Officer starts mediation procedures or delegates the process to an appropriate counselor and informs the parents and administration.
   d. The administration may take disciplinary action if necessary.

2. Second Offense
   a. A second offense will result in direct involvement of the parents or guardian.
   b. The administration may take disciplinary action if necessary.

3. Third Offense
   a. A third offense (repeat offender) will be reported immediately to the administration for disciplinary action.
   b. Third offenders will be suspended for up to five days or until the student and parents or guardian convince the administration that the student’s return will not result in a hostile environment for others. Counseling will occur upon the student’s return.

4. Fourth Offense
   a. Fourth offenders will result in suspension for up to five days and the student will meet with parents or guardian, the building administration, and the superintendent of schools. The intent of the meeting will be to determine if further suspension will result and if a dismissal hearing before the Board of Education will be required.
B. The school is a place of work. Any behavior that disrupts the educational process will be dealt with and students will receive consequences. Fighting or inciting a fight will result in out-of-school suspension for up to five days or until the student and parents or guardian convince the administration that the student’s return will not result in a hostile environment for others.

A second offense of fighting or inciting will result in out-of-school suspension for up to five days and a meeting with the student, the parents or guardian, and the building administration. The intent of the meeting will be to determine if further suspension will result and if a dismissal hearing before the board of education will be required. Fighting includes punching, hitting, pushing or touching someone in a threatening manner. Both participants in the fight will receive consequences.

C. No teacher will be hit, pushed or threatened. Such action will result in suspension, a meeting with the superintendent of schools and a dismissal hearing with the Board of Education.

Thornton School District
Bullying and Cyberbullying
Public Safety Violence Prevention Policy Under RSA 193-F

I. GENERAL STATEMENT OF POLICY
It is the goal of the Thornton School District that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying or cyberbullying. The School District will not tolerate unlawful harassment of any type, and conduct that constitutes bullying or cyberbullying as defined herein is prohibited. Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying is prohibited. All students are protected regardless of their status under the law. Any person violating this policy may be subject to disciplinary action up to and including expulsion. Each building Principal is responsible for the implementation of the policy.

II. BULLYING AND CYBERBULLYING DEFINED
For the purposes of this policy, the following definitions shall apply:
1. “Bullying” means a single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:
   a. Physically harms a student or damages the student’s property;
b. Causes emotional distress to a student. For the purposes of this policy, the term “emotional distress” means distress that materially impairs the student’s participation in academic or other school-sponsored activities. The term “emotional distress” does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;

c. Interferes with a student’s educational environment;

d. Creates a hostile educational environment; or

e. Substantially disrupts the orderly operation of the school.

“Bullying” shall also include actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs.

2. “Cyberbullying” means conduct defined in Paragraph 1 that takes place through the use of electronic devices which include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. Cyberbullying includes, but is not limited to, the following actions: harassing, teasing, intimidation, threatening, stalking or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site posting, including blogs or other use of technology.

3. Bullying or cyberbullying occurs when an action or communication defined in paragraphs 1 or 2 of this section:

   a. Occurs on, or is delivered to, school property or a school sponsored activity or even on or off school property; or

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

4. “Parent” means parent, parents or legal guardians.

5. “Perpetrator” is a student who engages in bullying or cyberbullying.

6. “School property” is all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

7. “Victim” is a student against whom bullying or cyberbullying has been perpetrated.

8. Bullying in violation of this policy need not rise to the level of unlawful harassment under Title IX of the Education Acts of 1972, the Americans with Disabilities Act, Title VI, or the Rehabilitation Act of 1974.
III. REPORTING PROCEDURE

1. Any student who believes he/she has been a victim of bullying or cyberbullying shall report the alleged act to the building Principal. If a student is more comfortable reporting the alleged act to a person other than the building Principal, the student may contact any School District employee. The School District will respect the confidentiality of the victim and the perpetrator(s) as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of alleged bullying and cyberbullying and to take appropriate remedial disciplinary action when such conduct has been substantiated. However, no disciplinary action can be taken against a perpetrator solely on the basis of a confidential report.

2. Any school employee, volunteer, or employee of a company under contract with the school or School District, who has witnessed or has reliable information that a student has been subjected to bullying or cyberbullying shall report the incident to the student’s Principal. “Reliable information” shall include a parent’s or student’s claim that a student is a victim of bullying or cyberbullying.

3. All reports must be documented on the School District’s Bullying/Cyberbullying Reporting Form. The victim or reporter shall provide copies of documents relating to the bullying or cyberbullying and/or save those documents so that the documents can be provided to the investigator. If a victim or reporter is either unwilling or unable to complete the School District’s Bullying/Cyberbullying Reporting Form, the school employee who receives the oral report will promptly fill out the School District’s Bullying/Cyberbullying Reporting Form, using, to the extent practicable, the reporter’s or victim’s own words to describe the alleged bullying or cyberbullying.

4. Upon receipt of a report of bullying or cyberbullying, the Principal shall within twenty-four (24) hours forward a written report to the Superintendent of the incident and the Principal or his/her designee’s response to the initial report.

5. The Principal shall by telephone and in writing by first-class mail, notify the parent of the victim and perpetrator within forth-eight (48) hours of receiving the Schools District’s Bullying/Cyberbullying Reporting Form (except as provided below) that a report of alleged bullying or cyberbullying was received and is being investigated in accordance with this Policy. The content of the notice shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g.

6. The Superintendent may, within the forth-eight (48) hour time period in paragraph 5 of this Section, grant the Principal a written waiver from the notification requirement if the Superintendent deems such waiver to be in the best interest of the victim or perpetrator. The waiver shall not negate the school’s responsibility to comply with the remainder of the Policy.
IV. INVESTIGATION AND REMEDIAL ACTION

1. The Principal or his/her designee shall begin an investigation of the alleged acts of bullying or cyberbullying within five (5) school days of receiving the School District’s Bullying/Cyberbullying Reporting Form. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations, to determine whether bullying or cyberbullying occurred, and to identify the student(s) responsible for the acts. These procedures are intended to protect the rights of a victim and perpetrator.

   a. The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.

   b. Privacy rights of all parties shall be maintained in accordance with applicable laws.

   c. The building principal shall keep a written record of the investigation process.

   d. The building principal may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.

   e. The building principal shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.

   f. Consistent with applicable law, students may not be required to disclose or provide to the District the student’s user name, password or other authenticating information to a student’s personal social media account. However, District investigators may request a student or a student’s parent/guardian voluntarily share printed copies of specific information from a student’s personal social media account if such information is relevant to an ongoing investigation.

   g. If the building principal substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided the victim(s), if any.

   h. The building principal shall inform the victim(s), the perpetrator(s) and their parents/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting students from retaliation. Such communication shall be provided within 10 school days and shall be compliance with applicable privacy laws.

2. The principal or his/her designee will complete the investigation within seven (7) school days after the Principal receives the School District’s Bullying/Cyberbullying Reporting Form, except in cases where the Superintendent grants a written extension. The Superintendent, if necessary, may grant an extension of the time period for the completion of the investigation for up to
an additional seven (7) school days. The Superintendent shall notify all parties in writing of the granting of an extension. The Principal of his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

3. To end bullying or cyberbullying and prevent its recurrence, the Principal and his/her designee will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-house suspension, out-of-school suspension or referral to the Superintendent to consider long-term suspension or expulsion, and/or referral to law enforcement. Any discipline imposed will be in accordance with and consistent with the School Board’s policies on student discipline.

4. Administrators have the discretion within the requirements of district policies on student discipline, to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student’s willingness to cooperate in the investigation and correct behavior; and the student’s prior disciplinary record.

5. Besides initiating disciplinary action, the Principal or his/her designee may also take other remedial action deemed necessary and appropriate to end bullying or cyberbullying and prevent its recurrence including but not limited to requiring participation in peer mentoring, or other life skills groups; reassigning student’s classes, lunch periods or transportation; and/or offering appropriate assistance to the victim or perpetrator.

6. At the time a bullying or cyberbullying report is made, the Principal or his/her designee in consultation with the Superintendent, shall develop a strategy to protect all students from any kind of retaliation.

7. The Principal or his/her designee must document his/her investigation results in a written report. The investigation report shall include documentation of the statements/interviews of the victim, perpetrator, and witness. Copies of any documents or other evidence (e.g., electronic communications) obtained during the investigation shall be attached to the report. The Principal or his/her designee’s investigation report shall also include the Principal or his/her designee’s findings of whether the report of bullying or cyberbullying was substantiated and the reasons why the report was or was not substantiated. If the report is not substantiated as bullying or cyberbullying but the conduct violates school rules or policies, the Principal or his/her designee shall specify the school rules or policies violated and make appropriate recommendations to address the violations.

8. The Principal or his/her designee shall notify the Superintendent of all substantiated instances of bullying or cyberbullying. The Superintendent shall report to the School Board all substantiated instances of bullying and cyberbullying.

9. Within ten (10) school days of completion of the investigation, the Principal shall notify the parents of the victim and perpetrator of the school’s remedial action. In accordance with FERPA, the School District may not disclose to the parents of
victims the educational records of perpetrators which include but are not limited to the discipline and remedial action assigned to the perpetrators.

10. Since bullying or cyberbullying may begin again after several weeks or months have lapsed, the perpetrator in substantiated cases should be closely supervised. The victim should be encouraged to report any new problems to the Principal or his/her designee. The Principal or his/her designee should interview the victim regularly to make sure that there is no recurrence of bullying, cyberbullying, or retaliation. The Principal or his/her designee shall document all follow-up with the victim.

V. FILE RETENTION
The Principal will maintain in a separate confidential file the original completed School District’s Bullying/Cyberbullying Reporting Form, investigatory interview notes and reports, findings made, the investigation report, including any decision for action, and other relevant investigatory materials, and maintain a copy of the file in the perpetrator’s education report. The Principal shall also provide a copy of the file to the Superintendent.

VI. APPEAL
For non-disciplinary remedial actions where no other review procedures govern, the parents of the perpetrator and victim shall have the right to appeal the Principal or his/her designee’s decision regarding their student to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal or his/her designee’s decision and issue a written decision within ten (910) school days. If the aggrieved party is still not satisfied with the outcome, then the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent’s decision. The appeal shall state in writing why the appealing party is aggrieved, and the specific relief they are requesting.

The procedures in RSA 103:13, ED 317, and the School District’s discipline policies establish the due process and appeal rights for students disciplined for acts of bullying, cyberbullying, or retaliation.

VII. RETALIATION OR FALSE ACCUSATIONS
No person shall retaliate or make false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying. The School District will discipline any individual who retaliates or makes a false accusation or encourages others to retaliate or make a false accusation against a victim, witness, or anyone else who in good faith provides information, testifies, assists, or participates in an investigation, proceeding or hearing relating to an act of bullying or cyberbullying.

If a complaint or report is not made in good faith, the School District will take such disciplinary action deemed necessary and appropriate including but not limited to suspension, expulsion, or dismissal.
VIII. POLICY NOTIFICATION/DISSEMINATION
Copies of this Policy shall be given to all employees, students and parents annually by publishing in the applicable handbook. Whenever new School District employees or students begin during the school year, they shall receive a copy of the appropriate handbook before commencing work or school attendance. The Superintendent or his/her designee shall also make all volunteers, and contracts who have contact with students and chartered public schools aware of this Policy.

The School District will post this Policy and a summary of the Policy on the School District’s website and conspicuously in each school building in areas easily accessible to students and staff.

IX. TRAINING OF STAFF AND EDUCATING PARENTS AND STUDENTS
The School Administration shall develop age-appropriate methods of discussing the meaning, substance, and application of this Policy with parents and students in order to minimize the occurrence of bullying and cyberbullying and to identify, respond to, and report incidents of bullying and cyberbullying. In support of this policy, the Board promotes preventative educational measures to promote greater awareness of aggressive behavior, including bullying.

The School Administration shall provide appropriate training for employees, school volunteers, and contractors who have contact with students for the purpose of preventing, identifying, responding to, reporting incidents of bullying or cyberbullying, and implementing this Policy.

X. RECORDINGS IN STUDENT DISCIPLINE MATTERS
Recording on School Buses. Pursuant to RSA 570-A:2, notice is hereby given that the 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. A sign informing the occupants of school buses that such recording may occur shall be posted on all buses.

Use of Recordings. The District reserves the right to use audio/video on buses and video recording devices on District property to ensure the health, safety and welfare of all staff, students and visitors consistent with current privacy laws.

XI. BULLYING AS ABUSE AND CRIMINAL CONTACT
Under certain circumstances (e.g., physical harm/touching, or damage to property) bullying or cyberbullying may constitute a violation of the Safe School Zones Act or abuse under RSS 1699-C, the Child Abuse Reporting Act. In such situations, employees, volunteers and contractors shall comply with provisions of the School District’s Policy concerning the Safe School Zones Act and the law which in part requires reporting to the Principal and requires the Principal to file a written report with the police within 48 hours and to notify the victim’s parents/guardian that the report has been filed.
XII  SEXUAL HARASSMENT
Bullying or cyberbullying may constitute sexual harassment in which case it shall be subject to and be handled in accordance with the School District’s Sexual Harassment and Sexual Violence Policy, not this Policy.

XIII  ANNUAL REPORT
The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

XIV. IMMUNITY
A School Administrative Unit employee, School District employee, school volunteer, student, parent, legal guardian, or employee of a company under contract to the School District, School Administrative Unit, or charted public school, shall be, immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under RSA 193-F.

1st Reading: August 22, 2016
2nd Reading: September 26, 2016
3rd Reading and Approval: October 24, 2016

McKinney Vento Act

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the Act. 42 U.S.C. § 11432(g)(6). 85

The guidance counselor is the homeless liaison for students at Thornton Central School.
Student - Acceptable Use Computer Protocol
School Districts of SAU 48

Purpose of this Document  To establish a policy to promote efficient, secure, ethical and legal use of The School Districts of SAU 48’s computer information systems. This policy applies to all students of computer information systems within The School Districts of SAU 48.

Definition  The definition of “computer information systems” is any configuration of computer hardware, software and peripherals that connect students. This includes all internal (intranet) and external (Internet) connections, as well as all of the computer hardware, operating system software, application software, stored text and data files. This also includes electronic mail, local databases, externally accessed databases, CD-DVD, recorded magnetic or optical media, digitized information, communication technologies and any new technologies as they become available.

Introduction  The School Districts of SAU 48 recognize that computer information systems are used to support learning and to enhance instruction. One of the goals for The School Districts of SAU 48 is to provide students with the privilege of using the computer information systems and to keep the number of restrictions to a minimum while maintaining excellent service for all students. To assist The School Districts of SAU 48 in achieving these objectives, students themselves must observe reasonable standards of behavior in the use of these facilities.

Student Responsibilities  Successful operation of the computer information systems requires that all students conduct themselves in a responsible, decent, ethical and polite manner while using the computer information systems. The student is ultimately responsible for his/her actions while accessing the computer information systems. Students will not respond to any illicit or suspicious activities. Students shall immediately report such activities to an appropriate administrator, teacher or staff member, or to the school technology coordinator.

USAGE GUIDELINES

Acceptable Use
1. Access to the computer information systems at The School Districts of SAU 48 is a privilege and must be recognized as such by all students.
2. Computer information systems will be used for the purpose of research, education and school related business and operations.
3. All students must respect the privacy of other students and the confidentiality of passwords.
4. All use of the computer information systems will be performed through the students’ own designated account. Account owners are ultimately responsible for all activity under their accounts.
5. All software installation will be done by The School Districts of SAU 48 authorized personnel only.
6. All software used on The School Districts’ equipment must be licensed to The School Districts of SAU 48.
7. Student-owned devices are subject to individual school policy.

**Unacceptable Use**

The School Districts of SAU 48 have the right to take disciplinary action, remove computer information systems privileges and/or take legal action, for any activity characterized as unethical or unacceptable. Unacceptable activities include, but are not limited to, any activity through which any student:

1. Uses the computer information systems for illegal or obscene purposes, or in support of such activities.
2. Uses the computer information systems for commercial purposes.
3. Engages in activities that would be in violation of Federal Copyright Laws.
4. Downloads, installs, copies or loads any software applications, programs, shareware, utilities, and trial versions of any software or games onto computers or network folders.
5. Attempts to modify or disconnect computer equipment, peripherals and cables.
6. Attempts to modify or destroy system software components such as operating systems, compilers, utilities, applications or other software residing on any school computer.
7. Attempts to bypass, change or otherwise defeat systems and network security, such as the use of proxy sites to gain access to prohibited Internet sites or to gain access to other user’s folders, programs or files.
8. Shares passwords so that others have access to one’s account. The use of a student account other than one’s own account is prohibited.
9. Attempts to connect to and/or gain access to information being transported by computer networks, or to install, run or place software designed for this purpose on any school computer.
10. Attempts to connect to or use school computers with a user ID that was not assigned to you by the school. Use of another person’s user ID or password is prohibited.
11. Attempts to gain access to a password belonging to another person. In addition, no attempts shall be made to install, run or place software designed for this purpose on any school computer.
12. Attempts to interfere with the proper operation of a computer or interfere with another person’s use of a computer.
13. Attempts to use The School Districts of SAU 48’s computer information systems and Internet services for unauthorized local or remote game playing.
14. Attempts to use The School Districts of SAU 48’s computer information systems for political, commercial or business purposes.
15. Attempts to steal or damage data, equipment or intellectual property.
16. Attempts to intentionally disrupt the proper operation of school’s computer information systems.
Restricted Materials and Actions
To keep students and our computer information systems secure, the following is NOT allowed:

1. Use of personal email accounts. Students may not access these accounts from the school network. This includes, but is not limited to Hotmail, AOL mail, Yahoo mail and personal internet mail through an Internet Service Provider account.
2. Use of peer-to-peer files sharing programs, including, but not limited to, Napster, Scour and Gnutella.
3. Use of Instant Messaging, including , but not limited to, AOL Instant Messenger, MSN Messenger, ICQ, Yahoo Messenger or any other programs that function as such.
4. Use of chat rooms unless with prior approval by the Technology Coordinator.
5. Downloading to and/or storage of illegal MP3 files on school equipment.
6. Disclosure of personal contact information such as name, address or phone number to unknown or questionable web sites.

The School Districts of SAU 48 regularly monitor computer and network usage. When placing files on computer systems and/or network folders, students should be aware that the Technology Coordinator has access to their files and is authorized to review the contents of their account when investigating problems or suspected computer usage abuse.

Consequences of Violations
The School Districts of SAU 48 value the appropriate and responsible use of its computer information systems. Any student suspected of violating the school’s Acceptable Use Computer Protocol guidelines may be denied access to the schools computer information systems. Students at the high school who are deemed in violation of any rules and guidelines outlined in this Protocol will be referred to the Assistant Principal for disciplinary action including, but not limited to, the following consequences:

At the High School Level:
First Infraction: removal from the computer information systems for (5) school days.
Second Infraction: removal from the computer information systems for (20) school days.
Third Infraction: removal from the computer information systems for (60) school days.

Elementary School: student infractions will be handled at the discretion of the building administration. The above consequences are cumulative over a period of one school year. Infractions of this policy may result in further disciplinary action based on the rules outlined in the Student Behavior section of the Student Handbook. Infractions of an illegal nature will be reported to the local legal authorities. It is important to understand that the loss of privileges to use computer information systems may result in a grade reduction or loss of credit for any classes in which computer information systems are used. Administrators of The School Districts of SAU 48 reserve the right to modify the consequences outlined above if deemed appropriate based on specific circumstances.
INTERNET ACCESS POLICY

The School Districts of SAU 48’s intent is to make Internet access available to further its educational goals and objectives. Although it does not have control of the information on the Internet, The School Districts of SAU 48 do provide prudent filtering of Internet sites. The School Districts of SAU 48 believe that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Ultimately, the parent(s) or guardian(s) of minors are responsible for setting and conveying the standards that their child should follow. To that end, The School Districts of SAU 48 supports and respects each family’s right to decide whether or not to permit Internet access for their child.

All students of The School Districts of SAU 48 will NOT by default, be granted access to the Internet. If you want your child to have access to the Internet, you must sign this form and return it to the school’s main office. IF WE DO NOT RECEIVE THIS FORM, YOUR CHILD WILL NOT BE ALLOWED TO ACCESS THE INTERNET.

Signatures:

I hereby certify that I have read, understood and accepted the conditions set forth in this Student Acceptable Use Computer Policy.

Please Print Parent/Guardian Name   Date   Parent/Guardian Signature

Please Print Student Name   Date   Student Signature   Grade Level
Dear Parents and Guardians: The School Districts of SAU 48 have implemented Google Apps for Education for students and teachers. Students will have Google accounts to allow email, storage of their documents and presentations online. All stored work will be accessible from home, school, and anywhere there is an Internet connection.

Students and teachers will have access to Google Mail, Google Calendar, Google Docs, and Google Sites. Students shall not use the Google Chat feature.

In addition, The School Districts of SAU 48 have created email accounts for students to allow for collaborative sharing using Google Apps for Education. These accounts will be used for school related projects. Google Apps is a place for students and teachers to keep online communication and collaboration documents as they relate to school – school web sites, school documents, school videos, school calendars, school email. It is not to be used it for personal things. Responsible Use Guidelines Teachers will make every reasonable effort to monitor student conduct related to class content in order to maintain a positive learning environment. All participants will respect the teacher’s time and professionalism by supporting the same positive approach. Students will adhere to The School Districts of SAU 48’s Acceptable Use Protocol. All participants will be respectful in their postings and comments. No cyber bullying, inappropriate language, personal insults, profanity, spam, racist, sexist or discriminatory remarks, or threatening comments will be tolerated.

All participants must protect their login and password information. If participants suspect that a password has been compromised, they must notify the teacher immediately. No participant may share his/her login information or information about the site with anyone who is not a participant. This includes adding monitoring software or other means by which outsiders can access the site without permission. Any participant who is aware of violations of this agreement by others must report these violations to the teacher immediately, either verbally or in writing. Copyrighted material that is not cited in any student work will be deemed as plagiarism and disciplined accordingly. Student users are strictly prohibited from accessing documents other than their own unless documents have been shared with them. Students are also prohibited from using the Google Chat feature. The School Districts of SAU 48 reserve the right to access the Google system of user accounts.

Access to and use of the student’s Google account is considered a privilege. The School Districts of SAU 48 maintain the right to terminate the access and use of their Google account when there is reason to believe that violations of law or district policies have occurred. The alleged violation will be directed to the building assistant principal and addressed according to the procedures outlined in the student handbook.
The School Districts of SAU 48 cannot and does not guarantee the security of electronic files used in Google Apps for Education. Google does have a content filter; however, the district cannot ensure that users will not be exposed to unsolicited information.

**Signatures:**

I agree to the terms and conditions in this document, and permit my child to use Google Apps for Education.

Parent/Guardian Name: _________________________________________________ (please print)

Parent/Guardian Signature: ______________________________ Date: __________

Parent/Guardian e-mail: ________________________________________________ (please print)

Student name: _________________________________________________________ (please print)

Student Signature: ______________________________ Date: __________

**WEBSITE AND PRINTED MATERIAL OF STUDENT PHOTOS**

The School Districts of SAU 48 may use student photographs and student work samples on our website and on printed material. We do not identify students by name.

Please sign and date this acknowledgement of your authorization to allow us to use your child’s photo on our website or on any printed material.

**Signatures:**

I __________________________ authorize The School Districts of SAU 48 to use my child’s photograph or school work on The School Districts of SAU 48 websites or in printed material.

Parent/Guardian Signature here __________________________ Date __________

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September 2019
Digital Tools, Apps and Online Services

Parents who have a student age 13 or younger will need to grant additional permission for their child to use digital tools, apps and other online services. Many of these resources have a Terms of Service agreement requiring schools to have parental permission for students to be able to use these services. Students will be held to the same standards of conduct as expressed in the Acceptable Use Protocol and Student Handbook. Additional information about each of these services, including links to their Terms of Service where available, can be found on the SAU website under the heading Technology (http://www.sau48.org/tech/default.aspx).

Signatures Yes, I give my child ____________________________ permission to have a student account on the services the District/School has chosen.

__________________________________________ _____________
Parent/Guardian Signature here Date

Smoking Policy

RSA 126-K:7 entitled Uses of Tobacco Products on Public Educational Facility Grounds Prohibited will be enforced. It states:

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

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

- No person under 18 years of age shall purchase, attempt to purchase, possess, or use any tobacco product.

It is the policy of the Thornton Central School that this prohibition will be applicable to all students while on school property or attending any school sponsored activity. Consequences for the use or possession of tobacco products will be as follows:
• Possession of Tobacco products on school property or during any school sponsored activity will result in confiscation of the tobacco products. Tobacco products, as defined by RSA 126-K:10 means “any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes.”

• Students possessing or using tobacco products at a school sponsored event or on school grounds will receive administrative consequences and the Thornton Police will be notified.

Teacher Qualifications

As a parent of a student you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the New Hampshire Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the New Hampshire Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances (alternative certifications or emergency status).
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers’ aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.
- And even without a parent request, if a child has been taught for more than 4 weeks by a teacher that is not highly qualified (certified), the parent will be notified.

If you would like to receive any of this information please call the principal's office at 726-8904.
Weapons Policy

Weapons are not permitted on school property. Visitors, faculty, staff, and students are not allowed to carry weapons in the school buildings, on school property, or at school-sponsored events. Any violation of this policy may be reported to the police.

In addition, students shall have weapons confiscated. Parents or guardians will be notified and appropriate disciplinary action will be taken by the school administration. Police shall be notified.

**PENALTY: The possession of firearms on school property will result in expulsion. Other weapons violations can result in suspension or expulsion.**

Weapons include, but are not limited to firearms, knives, pellet and bb guns, firecrackers, brass knuckles, self-defense sprays (MACE, pepper, or other sprays), bullets or any object that can be used to inflict harm or injury.

Law enforcement personnel are exempted. Courses or activities such as hunter safety require the specific written approval of a waiver and monitoring by the administration.

The school district certifies it is in compliance with RSA 193:13 (Suspension and Expulsion of Students).
WHAT MAY I DO IF I HAVE A CONCERN ABOUT SCHOOL?

1. It is in the best interest of the school community that all complaints be resolved at the lowest possible level. Concerns regarding classroom management, homework, parent-teacher communication, classroom discipline, or other related issues should be discussed first with the teacher or staff of that grade level before parents request a meeting with the principal.

2. If a consensus cannot be reached between a teacher or staff member and a parent regarding an issue, then a parent has the right to request a meeting with the principal to resolve the matter. Issues that involve criminal violations, negligence, or overall school procedures such as, the school’s parking lot, playground safety and supervision, discipline of students who have been sent to the principal’s office, and general school conditions or climate should be directed immediately to the principal.

3. If an issue is not resolved after meeting with the principal, a parent may request an appointment with the superintendent of schools. Issues which involve misconduct on the part of the principal should be referred to the superintendent directly.

4. A parent may request to meet with the School Board if his or her meeting with the superintendent of schools fails to resolve the issue.

If you need assistance in identifying the appropriate level to address a concern, please ask the building principal for help in this matter.

Revised August 29, 2019