Thornton Central School

2018 - 2019 Handbook

This handbook as well as other school related information, may be found on the Thornton Central School website at www.tcs.sau48.org
Dear Parent:

Please sign and return the first day of school.

Thank you.

Acknowledgement

I, ________________________ parent/guardian of ________________________ have received and read the Parent-Student Handbook for the 2018-19 school year.

Date ________________________

Parent/Guardian ________________________

Comments

____________________________________

____________________________________
Please note: SCHOOL EVENTS ARE SUBJECT TO CHANGE

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1st Day of School

Kindergarten Orientation 1:00p.m.

Open House 5&6 5:30-6:45p.m.
7&8 6:00-7:15p.m.

No School
### September 2018

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<td>Middle School TCS SAU Dance 6:30-9:00p.m.</td>
<td>PTO Welcome Back Picnic 12:00-2:00p.m.</td>
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**PLEASE NOTE:**
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**PLEASE NOTE:**
SCHOOL EVENTS ARE SUBJECT TO CHANGE

- 5: Report Cards
- 18: K-8 Academic Fair
- 22: No School Spring Recess
- 23: No School Spring Recess
- 24: No School Spring Recess
- 25: No School Spring Recess
- 26: No School Spring Recess
- 27: No School Spring Recess

April 2018
May 2018

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Tenative Last Day of School

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PLEASE NOTE SCHOOL EVENTS ARE SUBJECT TO CHANGE

PLEASE NOTE THE LAST DAY OF SCHOOL IS SUBJECT TO CHANGE DUE TO SNOW DAYS
Thornton School Board Members:
Barry VanDeMoere, Chair Term Expires: 2020
Cara Towers, Vice Chair Term Expires: 2019
Greg Campbell Term Expires: 2019
Joanne Marcotte Term Expires: 2020
Mark Fischler Term Expires: 2021

The Thornton School Board generally meets the 4th Monday of the month at 5:30 p.m. Agendas are prepared by the Superintendent and School Board Chair. They are posted on the bulletin board at the main entrance to the school at least 24 hours in advance of each meeting and are available at the Superintendent’s office, in the school, and at the town office.
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**General Staff**

Mr. Bownes, Principal  
Mrs. Morse, Guidance  
Mrs. Mills, Nurse  
Mrs. Campbell, Administrative Assistant  
Mrs. Joyce, Secretary

**Teaching Staff**

**Primary Grades (K through 4)**

Mrs. Secor, Kindergarten  
Mrs. George, Grade 1  
Miss Flynn-Robinson, Grade 1  
Mrs. Gannon, Grade 2  
Mrs. Shaw, Grade 2  
Mrs. O’Brien, Grade 3

**Intermediate (Grades 5 through 6)**

Miss Janowicz, Grade 5  
Mr. Cronin, Grade 5  
Mr. Rackett, Grade 6  
Mr. Ferro, Grade 6

**Middle School (Grades 7 through 8)**

Mrs. Perkins, Literacy  
Mr. Cowles, Social Studies  
Mr. Chase, Math  
Mrs. Chase, Science

**Special Education**

Mrs. Lonergan  
Mr. Wheeler
Contracted Services
Mrs. Smith, Occupational Therapy
Ms. Powers, Speech Therapist
Mrs. King, Behavior Specialist

Specialists
Mr. Sullivan, Phys. Ed.  Ms. Charbonneau, Music  Library – Mrs. Sargent  726-8981
Mrs. Shirley, Art  Mr. Switzer, Technology  Mrs. Woelfenden, Reading

Support Staff – Teacher Assistants
Mrs. Clay  Mrs. Carpenter  Mrs. Ross
Mrs. Francis  Mrs. Freeman  Mrs. Garrity
Mrs. Currier  Mrs. Schnell  Miss Mayne
Mrs. Bandi  Miss Tilden  Mr. Gannett
Mrs. Wildermann  Mr. Stevens

Food Service
Café Services

Facilities
Mr. Tyrrell, Director  Mr. Beede, Head Custodian
Mr. White, Custodian
PHILOSOPHY OF EDUCATION ADOPTED 5/13/92 BY SAU #48

SAU #48 is committed to education that fosters complete, productive individuals who are challenged by their school environment and to education that recognizes student differences. Embodied in this commitment is the responsibility to provide an educational environment that nurtures students’ particular strengths, stimulates their personal growth, and encourages their contributions to the community.

Any programming designed to meet individual needs recognizes differences in learning style, rate, and level of interest. Programming should include flexible but comprehensive curricula of within-discipline and cross-discipline studies. These studies should allow for both vertical acceleration and require innovative scheduling; grouping that reflects varied ages, sizes, skills, and interests; and multiple teaching strategies implemented by regular staff, mentors, and resource people.

We believe:
- All students should be nurtured.
- Nurtured students exhibit strengths in many areas, including visual art, music, dance, drama, math, social studies, science, language, athletics, social interaction, leadership, creativity, intrapersonal skills, communication, and technology education.
- Identification and assessment of student strengths should be documented.
- Identification and assessment of student strengths should direct instruction.
- Strengths are dynamic not static.
- Nurturing strengths is more important than labeling.
- 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-grouping interaction both in homogeneous and heterogeneous settings.
- Help develop future career expectations and skills.
- Provide opportunities for students to discover their interests and strengths.
- Broker learning opportunities from a variety of sources and areas.
SAU 48 VISION

GROWTH: Every person, every day, some way.

SAU 48 MISSION

The mission of SAU 48 is to support an overriding endeavor to improve student achievement through the development of intellectual, social, emotional, and physical strengths to enable students to become lifelong learners and productive citizens.

Overarching Goals

1. To continuously improve student performance and achievement.
2. To use multiple forms of assessment to provide data to inform instruction.
3. To provide support and training in order for all professionals to grow and develop in assessment and instruction.
4. To ensure a safe and supportive school environment.
5. To sustain an open environment of collaboration and communication.

School Attendance

School Hours: Kindergarten – Grade 4: 8:15 – 2:45
Grades 5-8: 8:10 – 2:45

Students should arrive at school between 7:55 – 8:10 AM. There is no supervision before 7:55 a.m. or after 2:45 p.m. Supervision begins at 7:55 AM. Breakfast is served between 7:55 AM and 8:10 AM. Students should report directly to the cafeteria and not loiter in the hallways. 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 designated area.

Kindergarten
Kindergarten is a full-day program.
Attendance, Absenteeism and Truancy Policy

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

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

In the event of an 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 non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor’s notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student’s absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal’s decision shall be final.
Family Vacations/Educational Opportunities
Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

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

Intervention Process to Address Truancy
The Principal shall ensure that the administrative guidelines on attendance properly 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:
1. Investigates the cause(s) of the student’s truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District’s policies and administrative guidelines on student discipline;

Parental Involvement in Truancy Intervention
When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student’s parent a letter which includes:
1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent’s responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student’s truancy and to develop a plan for reducing the student’s truancy.
Developing and Coordinating Strategies for Truancy Reduction
The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.

2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.

3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

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.

Absence Procedures

To Report An Absence:
If a child will be absent, parents should call the school – 726-8904 by 9:00 a.m. Only parents or legal guardians should make this phone call. School officials will call the home if the parents have not contacted the school.

If the absence is planned, parents should send a note to the main office indicating the date and reason for the absence. Parents who wish to speak with someone in the office should call the school number, 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 AM.
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 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.

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 at a different location, a pupil must have a note initialed by office personnel to present to the bus driver.

Bus routes are established based 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 attending 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 the relationship. This note must be sent to the office in the morning.

After The Close of School
Once students have been dismissed at 2:45 pm, 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 reasons. There is no supervision for these students. **STUDENTS CANNOT REMAIN AFTER SCHOOL UNSUPERVISED.**

ADMINISTRATIVE PROCEDURES

Registration
Parents are required to complete Thornton Central School registration forms including general information, medication information, Request for Student Records 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.
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 parents.

Emergency Information
Each student will be issued an emergency information sheet (SAFE form) at the beginning of each year. These sheets will provide data such as home address, telephone number, parents’ daytime telephone numbers, and 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.

Medical Procedures
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. All medicine must be delivered to the school nurse by a parent or guardian.

Immunizations: All students must have current immunizations and documented records in the nurse’s office before attendance at school.

Physical Examinations: Thornton Central School requires one physical exam upon initial entry to school. One sports physical is required during grades 5-8 for those participating in the inter-scholastic program.
**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. In conjunction with Speare Memorial Hospital, all students will receive a free dental screening each year as part of the School Dental Health Program. A dental screening consists of looking in the student’s mouth with a flashlight and assessing the health of the teeth and gums. Free fluoride varnish will be applied twice a year; parental permission required. Dental cleaning and sealants done once per year (January); eligibility requirements and sliding scale fees apply. The screenings will be performed by a registered dental hygienist. If you do NOT want your son/daughter to participate in this fun, educational and informative dental screening, you will need to let the office know of your wishes.

**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.

**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.

**Student Dress**
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. Students are not permitted to wear halter tops, spaghetti straps, tube tops, pajamas, blouses or shirts which
expose the midriff or back. Outer garments such as jackets, hats, and boots are not allowed to be worn all day in the classrooms. Clothing which may prove disruptive to the general student body is unacceptable. 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.

Closed Campus
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 starts.

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

Students must sign in with the office when 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.

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.

Recess Snack
The snack cart is available for the purchase of drinks and snack items during break and recess.

Newsletter
A weekly newsletter will be prepared each Friday, and will serve to keep students and parents current on “what’s happening” throughout the week and month. Please access it on the school’s website www.tcs.sau48.org and use it as a reference.
Toys/Electronic Equipment/Cell Phones
Any toy that shoots, fires, or flings is not to be brought to school. No bats or hard balls (such as baseballs, lacrosse balls or softballs) are allowed because of the potential for injury. Children are encouraged to bring rubber balls and plastic bats to school to use on the playground. No magic cards, radios, tape/CD players, mini discs, video games, Walkman’s, MP3 players, iPod, or personal DVD players are allowed in school. 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.

School Facilities

School Grounds and Guidelines
Skateboards, snowboards, roller blades, and roller shoes are not allowed on school grounds.

Students may use plastic sleds for sledding at designated times and only under direct supervision of an adult. During dangerous sliding conditions, a sign will be posted at the base of the hill stating dangerous conditions and closing the hill for the day. Parental supervision is required after school hours.

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

School lunch menus are printed monthly and can be found on the Thornton Central School website www.tcs.sau48.org. It is a good idea to check these menus. 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 you need an application, please contact the main office.

The Food Service Director will inform parents when their child’s lunch account is in arrears. Parents are responsible to keep their child’s lunch account current.

Cafeteria Etiquette
Supervisors will be in the lunch areas to provide direction and oversee activities. Supervisors have full authority to correct inappropriate behaviors and create a positive and safe atmosphere. The supervisors will enforce these rules:

- Wait in line
- Sit while eating
• Talk quietly
• Throw all trash in the containers provided
• Leave the cafeteria quietly and in an orderly fashion.

**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).
USDA Nondiscrimination Statement

For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, 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.
Hallway Etiquette
- Walk
- Stay on right side
- Use proper language.

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 are 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.

Computer
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 pages 77-83.

Media Center
The Thornton Town/School Library is a place for learning and enrichment.

Students and parents should be aware of the following rules:

1. Borrowed materials are considered overdue the day after the latest date stamped in or on the checkout item.
2. No student will be allowed to check out any additional materials if they have any overdue items or unpaid charges.
3. When any item is at least 7 days overdue, the librarian will distribute to the student’s homeroom teacher a written notice listing materials that are overdue.
4. When any item is at least 14 days overdue, the librarian will distribute to the student’s homeroom teacher a written notice listing materials that are overdue.
5. When any item is at least 21 days overdue, the librarian will mail written notice to the student and parent.
6. Once all overdue materials have been returned, the student’s borrowing privileges will be restored.
7. The librarian may restrict borrowing privileges of those students who have chronic overdue materials.

8. Should a student lose or damage library materials, the student and/or their parents will be responsible for the cost of replacement and any expenses incurred to replace the materials, including overdue notices, etc.

**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 baskets in the office. Accumulated articles will be displayed each month in the gym for parent and student review. Remaining articles will be donated to a local charity at the end of each month.

**Visitors**

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.

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.

**Deliveries**
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.
Volunteers
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, publishing centers, book fairs, and winter program.

After much consideration and careful thought we do find it necessary to extend our criminal record check (finger printing included) to all adults who work with students in our school. Please stop by the office to get the necessary paperwork.

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. Please see the link on the school website www.tcs.sau48.org for more information so that you can become involved in PTO.

Locked Door Policy
All doors except the front entrance will be kept locked throughout the day and evening. Please enter through the front doors. Rear doors may be unlocked during special evening events.

Emergency Procedures

Cancellations/Delays/Early Dismissals
Cancellations, delays, and early dismissals due to bad road conditions are decided by the SAU 48 Administration. WMUR (Channel 9) carries the announcement or you may call the Thornton Central School No School Hotline (726-8904). Parents of students in grades K-4 will be notified by telephone in the event of early dismissal (please do not call the school during an early dismissal as the telephone lines need to be kept clear). Please make sure your telephone and business phone numbers are up to date so we can reach you if there is an early dismissal.
Standards for Behavior

Behavioral Codes and Discipline
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.

Thornton Central School is a Community of Caring School. A Community of Caring School is guided by five common principles 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.

Discipline Referral System
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:

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 I.

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
Please note school policies on sexual harassment, bullying, smoking, and weapons are on pages 59 through 83.

**School Detention**

School detention assignments range in time according to teacher discretion. This detention period will serve as a 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.

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.

**Busing**

Bus transportation is provided for Thornton Central School students. 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, the law does not relieve parents of the responsibility of supervision 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.

School bus routes are listed in the back of the handbook.

**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, 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 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.

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

**Academic Policies and Information**

**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 exceptions to this are field trips to Plymouth State University Silver Cultural Arts Center for performances sponsored by Friends of the Arts and trips to Plymouth Regional High School for SAU-wide events, i.e. Cultural Arts. A general notice will be sent home on the Friday notices 2-3 weeks in advance of the event. The 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. All chaperones must have completed a criminal background check (including finger printing - paid for by the District) prior to the event.
Homework Policy
District Homework Policy for School Administrative Unit #48

Rationale
Trends in public education continue 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 at Plymouth Regional High School that prepares students for a variety of post-graduate programs such as higher education and job training.

Time Guidelines
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>Grades</th>
<th>Amount per night</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>10-20 minutes</td>
<td>intermittently</td>
</tr>
<tr>
<td>3-5</td>
<td>30-50 minutes</td>
<td>3-4 times/week</td>
</tr>
<tr>
<td>6</td>
<td>60 minutes</td>
<td>4-5 times/week</td>
</tr>
<tr>
<td>7</td>
<td>70 minutes</td>
<td>4-5 times/week</td>
</tr>
<tr>
<td>8</td>
<td>80 minutes</td>
<td>4-5 times/week</td>
</tr>
<tr>
<td>9</td>
<td>90 minutes</td>
<td>5 times/week</td>
</tr>
<tr>
<td>10</td>
<td>105 minutes</td>
<td>5 times/week</td>
</tr>
<tr>
<td>11-12</td>
<td>120 minutes</td>
<td>5 times/week</td>
</tr>
</tbody>
</table>

*Students enrolled in electives and upper level courses in the middle and high school years, such as foreign language and advanced math courses, 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 daily planners 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 p.m. to 3:30 p.m.

Missing or Late Assignments
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 schools to the regional high school.

Grades 6 through 8: Assignments submitted at the beginning of class on the date due 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 a 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 educational 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.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Commendable</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Academic Dishonesty: Plagiarism for students in grades 6-8**

Plagiarism can be defined as the handing in of someone else’s written words or ideas as his/her own. If a student copies material from any other source or is found cheating on an assignment, that student will earn a 0% on the assignment, parents will be notified, and a detention will be assigned. This is parallel to the policy set at the high school level.

**Student Academic Progress**

Parents with students in grades 6-8 can monitor their student’s grades on a daily basis using the PowerSchool Parent Portal on the school’s website.

**Report Cards**

Reports to parents on student achievement will be issued quarterly (about every 9 weeks). See calendars for dates.
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.

Open House
Thornton Central School will conduct open houses on announced dates and times during the fall. 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.
Promotion/Retention Policy

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

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

Promotion and/or assignment may be granted by the principal for extenuating circumstances.

Retention:
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, assignment 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 performance and therefore should be used judiciously.
Following are child specific considerations that need to be examined:

- The child’s schooling and developmental 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.

**Academic Testing**

The Smarter Balanced Assessment Consortium testing takes the place of the NECAP and will be administered in March and April of the school year. The test will assess students’ abilities in reading and math. The science portion of the NECAP will continue to be administered to fourth and eighth grade students. All students are required to take the Smarter Balances Assessment Consortium and NECAPs. The MAP (NWEA) is administered annually to students in grades K-8. The principal and guidance counselor arrange testing and questions may be directed to them.

**Honor Roll**

**Honor Roll**
Students who receive grades of B or higher in Language Arts, Mathematics, Reading, Science, and Social Studies and earn a 3 or better in Work Habits in all subjects on their quarterly report cards. (Grades 5 through 8).

**High Honor Roll**
Students who receive all A’s in Language Arts, Mathematics, Reading, Science, and Social Studies and earn a 3 or better in Work Habits in all subjects on their quarterly report cards. (Grades 5 through 8).
**Special Services**

**Guidance Counselor**
The 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 elementary 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 psychologist. Parents, administrators, students, or teachers may refer children to the counselor. Please speak to the counselor for a referral form if you feel your child is in need of counseling services.

**Speech Therapy**
Thornton Central School has a part-time speech/language pathologist (SLP) and a part-time speech/language aide (SLA) who works under the supervision of the SLP. Therapy is offered to those students with speech and language needs indicated in their Individualized Education Plans (IEP).

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, educational skills.
Special Education
It is the policy of 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 recognizes 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 of an identifiable nature, and directly interfere with the student’s ability to learn at a normal or predicted rate or in a normal manner.

Referral
Any student suspected of having an educational disability will be referred to the Special Education Evaluation Placement Team (SEEPT). Parents, teachers, or any person who bears a responsibility for the student, may make a referral by completing the form called “Special Education Referral.” Diagnostic testing may also be requested by filling out this form. The school principal will referral forms available to any parent who asks for one, or who feels that his or her child is not being provided with appropriate educational services.

Diagnosis and Prescription
The purpose of SEEPT is to determine the nature (diagnosis) of any problems that interfere with the academic growth of the student referred, and to make recommendations (prescription) regarding an appropriate educational program for student with special needs. The team, composed of educational professionals (teachers, specialists, consultants) is the body that determines if a student does indeed have special educational needs, and if she or he is disabled according to the State Department of Special Education criteria. The team will make these determinations after appropriate investigative measures. These could include a review of existing records, diagnostic testing, observation, student or parent interviews, and consultations. Diagnostic testing will be done only if deemed necessary and first using the resources of the local school. When local resources are exhausted, further testing may be sought by the team utilizing private consultants. Individual diagnostic testing will be undertaken only after written permission is obtained from the parent or guardian. The school district will be responsible for any costs incurred from educational testing recommended and arranged by the team. Parent who disagree with the results of a diagnostic evaluation done by the school have the right to obtain their own evaluation of the student and have the results of such evaluation considered by
the team. The school district is not responsible for costs related to diagnostic evaluations which have not been recommended by and arranged for by the team. Disabled students who have special educational needs that cannot be met locally will be provided with appropriate out-of-district programs. The team makes its recommendations based on the principle of meeting student’s need in the least restrictive environment. Any recommendations made will include the most conservative, closest-to-normal educational environment that will still meet the student’s needs. Any recommendations made for disabled students must have written parental agreement before they can take effect. In case of disagreement between the team and the parent as to appropriate programming for the student, the school board will hear the case and make a decision. Decisions may be appealed to the State Board of Education. Costs of out-of-district placements recommended by the team and accepted by the parent will be paid for by the school district at least to the minimum extent determined by law. Costs of special programs not recommended and arranged by the team are not assumed by the school district.

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.

504 Plan
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 in developing the plan and determining eligibility. Thornton Central School’s 504 coordinator is Danielle Morse, Guidance Counselor.

For Parents:
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
according to 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):
1. 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.
2. Parents may obtain an independent educational evaluation.
3. The school district must adopt procedures to protect the rights of the child.
4. 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.
5. 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.
6. 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.
7. 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:
1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

**Co-Curricular Activities**

**Athletic Policy**
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:**
1. Interscholastic teams shall be made up of students in grades 6, 7, and 8.
2. Every child on a team shall be involved for a significant part of the game.
3. All children participating in or attending the event will display good sportsmanship.
   Parents should model good sportsmanship for their children.
   Good sportsmanship means:
   a. Having respect for officials;
   b. Having respect for fellow players;
   c. Having respect for players on other teams;
   d. Graceful acceptance of the results of the contest; and
   e. Teamsmanship. Teamsmanship is working collaboratively with teammates to
develop the overall performance of the team.
4. All those attending a game will use proper language and demonstrate appropriate
   behavior.
5. Respect shall be shown for the school’s facilities and equipment.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

11. 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.

**Athletics – Pemi Baker League**

Students in grades 6-8 may participate on Thornton Central School teams, which compete in the Pemi Baker League. The league consists of schools in 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 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 and October
   Girls’ Field Hockey
   Boys’ and Girls’ Soccer

**Winter** Late November - Late January
   Boys’ and Girls’ Basketball

**Spring** May and June
   Boys’ Baseball
   Girls’ Softball

**Intramurals/Enrichment Activities - Grades 1 - 8**
A program less competitive in nature is offered during the year. These activities are coed and may vary annually.
Extra-Curricular Activities - Athletics

1. All athletic practices will run between the hours of 2:45 - 4:15*. (Subject to change with official notification from the school.)
2. 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.
3. All parents should make arrangements to pick their children up.
4. 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.
5. Parents will be expected to pick students up promptly after away games. Coaches will remain on the premises 15 minutes after the bus returns.
6. 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.
7. 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.

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

1. All evening extra-curricular activities will end by 10:00 p.m.
2. All parents are responsible for picking their children up.
3. At 10:15 p.m. the school will be closed and supervisors will leave.

Band and Chorus
Beginner band is offered to fifth grade students. Advanced band is offered to students in grades 6-8. Chorus is offered to students in grades 6-8.

Dances
Dances will be scheduled throughout the year for students in grades 6 to 8. The date, time, and dress for each dance will be announced at least 1 week in advance. School personnel will be present for all dances.

The dances will be restricted to Thornton Central School students, and on special occasions, students in SAU 48. 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. All school rules apply. Parents/guardians should pick their child up promptly after the dance.
Winter Activities Program
A ski/skate/swim/ride program is offered to Thornton students during January - February.
*There is a cost for this program. If for any reason the director of the program recommends a student lose 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 procedures of the program. 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 will participate in an activity unless excused by the principal.

School Policies

No School Policy
On days when it is deemed unsafe or otherwise unsuitable to conduct school, an announcement will be aired on WMUR – Channel 9 on TV and through an automated telephone alert system. Parents may also call the school 726-8904. Days “lost” by school closings will be made up at the end of the school year. Parents, please discuss with your child what to do if they are dismissed early.

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 A**
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 B**
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 C
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 D
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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The principal or appropriate school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel): a person serving on the School Board; a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Confidential Records
The following educational records may be collected, maintained, and used by our school. Parents may review these records and are asked to send a letter to the Principal listing which records you wish to review. A 24 hour notice is required prior to review of records. We will establish a time and date to accommodate your request. You may be charged a fee per page to copy these records.

1. Cumulative Records are located in the Main Office.
2. Health Records are located in the Nurse’s Office.
3. Special Education Files are located in the Special Education Office.
4. 504 Files are located in the Main Office.
5. Student’s grades are located on the main computer and in the teacher’s grade book.
6. Portfolios of student work and logs of student specific progress are kept in the teacher’s classroom.

Directory Information
A second exception which permits disclosure without consent is directory information. The school defines directory information as: name, address, telephone number, date of birth, subject areas taken, participation in officially recognized
activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, awards, most recent educational institution attended and information found in yearbooks and published programs for athletic and other school events. The school will release such directory information to any external agency and institution deemed appropriate by the administration, upon receipt of a request for such information. Parents and students may refuse designation of any of or all the above categories of personally identifiable information as directory information for specific students provided that a written request to that effect is received by the principal of the school on or before October 1 of the current school year. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office US
Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Parents Right to Know – (Section 1111(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; 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.

If you would like to receive any of this information, please call the principal’s office at 603-726-8904.

**SAU #48 PUPIL SAFETY AND VIOLENCE PREVENTION POLICY UNDER RSA 193-F**

*The School Districts of SAU #48 have an obligation to provide an educational setting that is safe, secure, and free from harassment 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.*

**Harassment**

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, a type of harassment, involves repetitive acts that subject an individual or individuals to insults, taunts, or challenges. Bullying behaviors include teasing, threats, extortion, assault, theft, offensive writing and social isolation or exclusion. These actions are likely to intimidate or cause a violent or disorderly response from the person being treated in this manner. Harassing conduct includes unacceptable behaviors based on an individual’s gender, family background, appearance, religion, disabilities, or race.

Harassment in violation of this policy may 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.

**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 in a position to respond—teachers, aides, nurses, guidance counselors, and principals.

The adults will then refer the complaint to the school administrators, either the principal or the assistant principal. The school administrators will investigate the report and complete the form Pupil Safety and Violence Protection Report of Harassment. Investigations will be as thorough and confidential as possible. Any school employee, 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.

After investigation of the report, the school administrator or designee must notify the Superintendent immediately. The written report shall be forwarded to the Superintendent.
**DISCIPLINE**
The Principal, Assistant Principal, or their designee, will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-school suspension, out-of-school suspension and referral to the Superintendent for further disciplinary action including long term suspension. If necessary the Superintendent will make a referral to the School Board for a longer term suspension and expulsion, to end the harassment and violence, and prevent its recurrence. The School District shall follow its discipline policies when administering discipline.

The student or students who were targets of the harassment will be given proper emotional and structural support, including protection from further victimization. The students or students who are bullies will have defined consequences and intervention that stresses acknowledgement of the offending actions and strategies to prevent any reoccurrence of the bullying.

**HARASSMENT AS ABUSE**
Under certain circumstances, harassment may constitute abuse under RSA 69-C, the Child Abuse Reporting Act. In such situations, employees shall comply with provisions of the School District’s reporting policy and the law.

**IMMUNITY**
A school employee, or employee of a company under contract with a school or school district, who has reported violations under this chapter to the principal, or designee or who has intervened in an act of harassment shall be immune from any cause of action which may arise from the failure to remedy the reported incident.

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**Thornton Elementary School**
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 unwelcome conduct about, or directed at, any employee or student based upon any of the categories listed above.

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 Bulling 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.

RETAIATION
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 encourage 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

2. Any School District administrator; or
3. Any school building principal or assistant principal

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.

**A. 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.

B. 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 should interview the victim regularly to make sure that there is not recurrence of the harassment. The Superintendent or his/her designee shall document all follow-up with the victim.

C. 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.
D. 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.

E. 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
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 middle school and highschool 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

Date ________________

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.
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 this Policy.

II. BULLYING AND CYBERBULLYING DEFINED

1. “Bullying” is 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 opportunities;

(d) creates a hostile educational environment; or

(e) substantially disrupts the orderly operation of the school.

“Bullying” includes 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” is any conduct defined in paragraph 1 of this Section undertaken 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 postings, 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 event on or off school property; or

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

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 the 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 forty-eight (48) hours of receiving the School 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. § 1232g.

6. The Superintendent may, within the forty-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 responsibilities to comply with the remainder of this 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/Assistant Principal shall keep a written record of the investigation process.

   (d) The building Principal/Assistant 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/Assistant 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.

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 or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.
To end bullying or cyberbullying and prevent its recurrence, the Principal or 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.

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.

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.

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.

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 witnesses. 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 substantiated, the Principal or his/her designee shall include in the investigation report recommendations for remediating the bullying or cyberbullying and shall, when appropriate, recommend a strategy to protect students from retaliation. 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.

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.

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 record. The Principal shall also provide a copy of the file to the Superintendent.

VI. APPEAL

1. 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 (10) 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.


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**

1. 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 contractors who have contact with students and chartered public schools aware of this Policy.

2. 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**

1. 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 or cyberbullying. In support of this policy, the Board promotes preventative educational measures to promote greater awareness of aggressive behavior, including bullying.

2. 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**

1. **Recordings 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 recordings may occur shall be posted on all buses.

2. **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 CONDUCT

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 RSA 169-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 a 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 chartered 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).

The guidance counselor is the homeless liaison for students at Thornton Central School.

Immunizations

Prior to or at the time of school entry, all children in the Thornton Central School must be immunized according to New Hampshire state law RSA:141-C. All new students must have a medical exam.

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).
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.

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

___________________________________              Grade Level
Student Signature

The School Districts of SAU 48 Google Apps for Education Student Permission Form

If you have any questions please call our Director of Technology at 536-1444, 3700.

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 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
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.

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.
Thornton Central School Bus Routes  2017-18

**Waterville Estates, Adams Farm Road & Route 175**
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 Susi 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**
Driver: Tina Peroni
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**

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 5 MINUTES BEFORE THEIR DESIGNATED PICK-UP TIME.**