PARENT – STUDENT HANDBOOK
2019 to 2020

Be Respectful

Be Your Best You

Be Safe

43 Old Ward Bridge Road
Plymouth, NH 03264

Office (603) 536-1152
Fax    (603) 536-9085
www.pes.sau48.org

Be Responsible
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You are encouraged to call PES to:

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

To access the teacher voice mail, call 536-1152

Student Absence? Call 536-1152 and select option 1
Available 24 hours a day!
### Faculty and Staff Voice Mail Directory
536-1152

#### General Staff Voice Mail

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Flynn, Principal</td>
<td>313</td>
</tr>
<tr>
<td>Mrs. Carey, Assistant Principal</td>
<td>331</td>
</tr>
<tr>
<td>Ms. Lee, Admin. Assistant</td>
<td>312</td>
</tr>
<tr>
<td>Mrs. Levasseur, Technology</td>
<td>318</td>
</tr>
<tr>
<td>Mrs. Marunowski, Secretary</td>
<td>335</td>
</tr>
<tr>
<td>Mr. Sheahan, Guidance</td>
<td>305</td>
</tr>
<tr>
<td>TBD, School Nurse</td>
<td>314</td>
</tr>
<tr>
<td>Mrs. Wagner, Secretary</td>
<td>300</td>
</tr>
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</table>

#### Teaching Staff Voice Mail

### Primary Grades (Pre-K through 2)

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Mrs. Cassarino, Preschool</td>
<td>235</td>
</tr>
<tr>
<td>Ms. Kelly, Kindergarten</td>
<td>140</td>
</tr>
<tr>
<td>Mrs. King, Kindergarten</td>
<td>247</td>
</tr>
<tr>
<td>Mrs. Kilduff, Grade 1</td>
<td>160</td>
</tr>
<tr>
<td>Mrs. Morse, Kindergarten</td>
<td>137</td>
</tr>
<tr>
<td>Mrs. McLoud, Grade 1</td>
<td>156</td>
</tr>
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### Intermediate (Grades 3 to 5)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mrs. Carlson, Grade 3</td>
<td>166</td>
</tr>
<tr>
<td>Mr. Mercer, Grade 4</td>
<td>131</td>
</tr>
<tr>
<td>Mr. Southworth, Grade 3</td>
<td>153</td>
</tr>
<tr>
<td>Mrs. Perkins, Grade 4</td>
<td>134</td>
</tr>
<tr>
<td>Mrs. Sterner, Grade 3</td>
<td>161</td>
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<tr>
<td>Ms. Wojtkun, Grade 4</td>
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### Middle School (Grades 6 to 8)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ms. Sambor, Grade 6</td>
<td>169</td>
</tr>
<tr>
<td>Mrs. Desloges, Grade 7</td>
<td>201</td>
</tr>
<tr>
<td>Mrs. Greenler, Grade 6</td>
<td>142</td>
</tr>
<tr>
<td>Mr. McGlone, Grade 7</td>
<td>159</td>
</tr>
<tr>
<td>Mrs. Stock, Grade 6</td>
<td>163</td>
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<tr>
<td>Mr. McDonald,Gr7&amp;8 Social Studies</td>
<td>175</td>
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<tr>
<td>Mrs. Weatherbee,Gr.7&amp;8 Science</td>
<td>145</td>
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<tr>
<td>Mr. Greenler, Grade 8</td>
<td>170</td>
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<tr>
<td>Mrs. Tanner, Grade 8</td>
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## Special Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Mr. Haskins, SPED Coordinator</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Mrs. Therrien, Preschool</td>
<td>306</td>
<td></td>
</tr>
<tr>
<td>Mrs. Doyle, Speech</td>
<td>307</td>
<td></td>
</tr>
<tr>
<td>Dr. Quintal, School Psychologist</td>
<td>329</td>
<td>Mrs. Murphy, K-2 Resource</td>
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<tr>
<td>Ms. Rafuse, K-4 Behavior Support</td>
<td>138</td>
<td>Mrs. LeBrun, 3-5 Resource</td>
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<tr>
<td>Ms. Babbit 5-8 Behavior Support</td>
<td>240</td>
<td>Mrs. Cleary, 6-8 Resource</td>
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## Specialists

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Mr. Chamberlain, Physical Ed</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Mrs. Hand, Spanish</td>
<td>183</td>
<td></td>
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<tr>
<td>Ms. Eynon, Art</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Mr. Lines, Computers</td>
<td>177</td>
<td>Mr. Stevens, Music</td>
</tr>
<tr>
<td>Mrs. McManus, Physical Ed</td>
<td>325</td>
<td>Mrs. Wilkie, Media Specialist</td>
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<tr>
<td>Mrs. Panus, STEM</td>
<td>192</td>
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## Food Service (323)

Café Services

## Custodians (Maintenance 326)

Custodian, Supervisor

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

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

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

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

Educating children to become caring, capable citizens and lifelong learners in a global community.

Vision

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

Plymouth Elementary School Goals

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

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

BE YOUR BEST YOU!

1. **Be Safe** – taking care of ourselves, others and our community.
2. **Be Respectful** - of ourselves, others and our community. Demonstrate respectful listening, speaking clearly, using eye contact and appropriate body language.
3. **Be Responsible** - for ourselves, others, property and our community.
4. **Be Your Best You!**
School Hours: Kindergarten–Grade 5: 8:30 am to 3:00 pm  
Middle school: 8:20 am to 3:00 pm  

Students should arrive at school between 8:00 and 8:15 am. Supervision begins at 7:45 am. Students should not arrive earlier unless they are eating breakfast in the cafeteria, which opens at 7:30 am. Students should report directly to the cafeteria and not loiter in the hallways or on the playground.

Drop-off and pick-up of students should occur in the front of the school in the visitors’ parking lot area. The bus lane is closed to the public between 7:45-8:05 am and 2:45-3:15 pm.

Tardy and Absence Policy

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

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

Students are expected to check into the office if they are tardy or if they are requesting to be dismissed. Students tardy due to bus delays are not counted as late.
Absence Procedures

TO REPORT AN ABSENCE:

If a child will be absent, parents should call the school phone — 536-1152 and press 1. Only parents or legal guardians should make this phone call. When calling, an answering machine will ask parents to state the following:

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

The school nurse will call home if the parents have not contacted the school.
If the absence is planned, parents may send a note to the child’s teacher, indicating the date and reason for the absence.
Parents who wish to talk with someone in the office should call the school number, 536-1152 and press “0”.

Frequent Absenteeism

In the case of frequent absenteeism, the parent will be contacted by the school administration in the form of a warning letter indicating the number of absences to date. If absenteeism continues to be a problem, the assistant principal will set up a meeting to discuss the problem and devise a plan. At the discretion of the assistant principal, the truant officer may be contacted if the absenteeism continues. Parents will be notified after 10 days of absence. A doctor’s note is required for long-term illnesses.

A physical, administered by the school doctor, may be recommended for students who are chronic absentees. In the event of a medically documented long-term illness or accident which necessitates more than 2 weeks’ absence, an at-home tutor may be provided by the school district.

Student attendance will be measured as follows: the morning session will be from 8:30 am to 11:45 am. The afternoon session will be from 11:45 am to 3:00 pm. A student must be in school for 15 minutes in each session to qualify as present for that session. Students must be in attendance by 11:45 am and remain in school for the afternoon session in order to participate in after school extra-curricular activities.

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

All students are considered tardy if they are not in class by 8:30 am. They are to report to the office when late. Students will be given a pass to enter class.

GRADES KINDERGARTEN THROUGH GRADE 5
A. Students will be given a warning after their 5th tardy in the trimester.
B. Parents will be contacted and advised of the concern and need for a conference with the assistant principal/principal on the 8th tardy.

GRADES 6 THROUGH 8
A. Students will be given a warning after their 5th tardy in the trimester.
B. Students will be advised [after the 7th tardy] that the 8th tardy will result in an after school detention.
C. On the 8th tardy, the student will be required to report to the office after school for a 45-minute detention. Parents may pick up their child at 3:45 pm.

SAU Attendance Policy

A. ABSENT 10 DAYS: The school will contact the home(s) to discuss the importance of daily attendance and to review any extenuating circumstance.
B. ABSENT 15 DAYS: A conference will be held between the school and parent(s)/guardian(s) to develop a plan to address absenteeism.
C. ABSENT 18 DAYS: The Superintendent’s Office will send a notice home informing parent(s)/guardian(s) of mandatory summer school for students in grades 6 through 8 to provide requisite skill development.
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 scheduled after school hours.

Destination Other Than Home

Students not going home must have a note signed by parents or guardians to that effect. To use a different bus or get off at a different location, the student must have a note initialed by the principal or assistant principal 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 after school 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 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 PES registration forms including general information, medication information, and Request for Record Authorization. Transferring students may start school one day following the receipt of the registration packet. Kindergarten Registration: A child who reaches his or her fifth birthday after September 30th cannot attend school until the following school year.

Parent Guardianship

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

Emergency Information

Each student will be issued an emergency information sheet at the beginning of each year. These sheets will provide data such as home address, telephone number, parents' daytime telephone numbers, and the physician to be contacted in case parents cannot be
located in an emergency. If any of this information changes during the year, it is of the utmost importance that the school be notified immediately. This is extremely important for the child’s welfare.

**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, including over-the-counter medication. All medicine must be delivered to the school nurse by a parent or guardian. All medications will be distributed and administered by the nurse, with parent permission. There is an exception for rescue inhaler use, with parent/guardian initials and signature on SAU48 Medical Information and Emergency Authorization form.

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

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

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

**HEALTH SCREENINGS:** The school nurse will routinely screen for vision and hearing health.

**SCHOOL DENTAL HEALTH PROGRAM:**

Services include:

1. **Free dental screening:** Once per school year (at PES the screenings take place in September). *All students will participate* unless parents request no participation. A dental screening consists of looking in the student’s mouth with a dental mirror and assessing the health of the teeth and gums. The screenings will be performed by a registered dental hygienist.

2. **Free fluoride varnish application:** Applied twice per school year (September/March). (Parental permission required.)

3. **Dental cleaning:** Once per school year (March). (Parental permission and medical history required.) *Eligibility requirements and sliding scale fees apply.*
4. **Sealants**: Once per school year (September). (Parental permission required.) *Eligibility requirements and sliding scale fees apply.*

See permission form in 1st Day packet. Any questions please call Ruth Doane at 254-7602.

**LICE PROCEDURE**: School-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community. Parents are expected to check their child’s head for lice periodically. Any staff member who suspects a student has head lice will report this to the school nurse. Students may remain in class until a parent is contacted and school employees will act to ensure that student confidentiality is maintained. A student is not to return to school until at least one treatment has been given, and the parent self-screens their child. Should a family need assistance, they should speak with the school nurse.

**SCHOOL HEALTH POLICIES**: The Plymouth Elementary School Board defers to New Hampshire State School Board Health Policy on record. Please note these policies can be found at the State of New Hampshire Department of Health and Human Services and the New Hampshire Department of Education under Health Services. The Board also follows the advice of the school physician and school nurse to establish specific policies and procedures that give protection and controls to the matter of Plymouth Elementary School. The SAU 48 School nurse’s practice under the Nurse Practice Act and Administrative Rules, NH State Board of Nursing Rules and policies of Plymouth Elementary School.

**Transfers**

When moving out of the Plymouth School District, parents should inform the office at Plymouth Elementary 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.
Plymouth Elementary uses a Six-Day schedule. The biggest advantage of the new schedule is consistency. With the former schedule, holidays, weather days and days off of school would result in students missing specialist time. A student who had physical education on a Monday or Friday, for example, could miss out on as many as 10 sessions during the school year. The new schedule supports the core curriculum while ensuring that students have access to our important, enriching experiences that our specials provide. Here is an example of a third grade schedule following the Six-Day Rotation. We will alert families if any day changes.

**Sample 3rd Grade Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
<th>DAY 6</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Morning Meeting</td>
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</tr>
<tr>
<td>8:45</td>
<td>English Language Arts</td>
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<td>Art</td>
<td>Music</td>
<td>STEM</td>
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<tr>
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<td>Science</td>
<td>Social Studies</td>
<td>Media Combined</td>
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<td>1:05</td>
<td>Guidance</td>
<td>Reading Groups</td>
<td>Response to Instruction</td>
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Opening Exercises

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

Student Responsibility for Class

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

Student Dress

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

Materials Provided for Students

Students are requested to provide materials such as pencils, pens, notebooks, erasers, and paper in grades 3 to 8. In an effort to emphasize organizational skills, all students in grades 4 to 8 will be provided with an assignment notebook. Replacements will be the responsibility of parents and students. Novels should be transported in the plastic bags provided. All teachers will notify students and parents of necessary supplies needed for each class. Textbooks are issued to students and should be covered at all times. Lost or damaged textbooks are the responsibility of the student/parent-guardian. The replacement cost of the text will be charged.
**Classroom Passes**

**GRADES 6 TO 8** – Students must have a pass signed by a teacher when leaving the classroom. The pass is also to be signed by the person in charge of the room to which the student is going. This includes students summoned to the office.

**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.**

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

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

**Recess**

Recess is a part of the K to 5 elementary school program. It is a time set aside for children to develop social skills in a semi-structured setting with proper supervision.

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

Whenever possible, the children go outside for all or a portion of their recess time. Recess offers them a change of pace from cerebral to physical activity. Factors such as outside temperature, wind chill, and the condition of the playground are considered before a decision for outside recess is made. **Children must be dressed appropriately for the elements.**
Since injury is a possibility in any activity, we have established these guidelines for dealing with injuries:

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

Playground supervision occurs in the morning beginning at 7:45 am and during all grade level recess periods. The playground is not supervised during after school hours. In the event of a delayed opening, supervision begins one half hour before the delayed opening time.

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. We also send the Newsletter and other general information through a weekly email blast. If you would like to receive these emails, please sign up on our website or email our Technology Coordinator Kara Levasseur at klevasseur@pemibaker.org. Please read it or access it on the school’s website, www.pes.sau48.org and use it as a reference.

All toys, stuffed animals, sports equipment, “fidget spinners”, trading cards and any other personal items should remain at home, unless prior teacher and/or administrative approval is given. The school will not be held responsible for any damage or loss of such items. Items brought to school that cause disruptions or distractions may be confiscated for the remainder of the school day.
Each person at PES has the responsibility to protect her or his share of the privileges of public education. Among these privileges is the use of tax-supported school buildings. We all are expected to demonstrate respect by not littering school grounds, or in any way defacing school property.

Careless disposal of gum in drinking fountains, on furniture, and carpets presents sanitation and cleaning problems and costly repairs. Therefore, gum chewing is not permitted on the school grounds.

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

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

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

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

Restrooms are to be used only for their intended purpose. Students are not to loiter in or around restrooms. Loud talking and yelling are considered unacceptable behavior. Students should respect the privacy of others and demonstrate clean and healthy habits of flushing toilets, washing hands and placing paper towels in the trash can. Students may use restrooms before school, during recess, at lunch, after school, or with teacher permission.
The phone in the front office may be used for local calls to parents for school-related issues only. Students may use the office phone with permission from a teacher until 2pm. After 2pm, students must ask for permission to use the classroom phone.

**Students receiving calls:** No pupil will be excused from class to take a telephone call. If the call is an emergency, arrangements will be made for the student to immediately call back.

At no time during the school day are cell phones permitted to be used or on the student’s person. Please refer to the Responsible Technology Use Handbook for student cell phone policy.

**Grades 3 to 8**

All students will be assigned lockers where they may keep their books and coats. Students should realize that these lockers are the property of the school and that periodic checks will be made to ensure neatness and safety. Middle school students (grades 6 through 8) will be issued locks for lockers. **A $5 charge will be assessed for loss of the lock.** Students are strongly encouraged not to give their locker combinations to other students. Students need to lock all of their belongings in their locker both in the middle school and the locker room. The school will not be responsible for any lost item.

The school cannot accept responsibility for lost or stolen articles.

Items of value are brought to school at the risk of the students and their parents/guardians.

**School Ground Guidelines**

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

Bicycles should be ridden in single file on the extreme right side of the road, and walked onto school grounds. No bicycles are to be ridden, at any time, in the bus lanes in front of school.
Skateboards, snowboards, roller blades and roller shoes/Heelys are only allowed on school grounds after 4:00 pm. They are restricted during school functions when parking is needed.

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

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**Cafeteria**

The cafeteria is open for breakfast at 7:30 am and serves a wide variety of breakfast items.

School lunch menus are printed in the weekly Newsletter and are available on the school Web site. 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.

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**Cafeteria Etiquette**

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

- Enter the cafeteria in an orderly manner; walking at all times.
- Wait in line
- Sit facing your table, with feet forward while eating
- Talk quietly- use inside voices
- Throw all trash in the containers provided
- Make sure table is clean for the next class- respect table washers
- Leave the cafeteria quietly and in an orderly fashion
- Eat your own food
- Respect others space
- Respect last 5 minutes of quiet time, lights out
- Be kind to each other

Students are not to be in classroom areas, locker areas, or corridors during lunch.
The LLC is a place for learning and enrichment that reflects curricula and provides an environment for independent research. The collection of books and other media offers a creative resource center to the school community.

**Students should be aware of the following procedures:**

1. Students should follow the school's behavior code of courtesy, consideration, cooperation, and responsibility while in the LLC.
2. All materials must be properly signed out by the media specialist or an assistant before leaving the LLC.
3. Books are signed out for 1 week and may be renewed for the same amount of time.
4. Reference materials may not be signed out of the LLC.
5. Students who lose or damage materials are responsible for their replacement.
6. Students who have books or other media overdue may not sign out any new materials until the overdue items are returned or paid for.
7. Students may not go to the LLC without a written teacher's permission.
8. Food, drink, and chewing gum will not be allowed in the LLC.
9. The LLC shall be kept as quiet and orderly as possible. Students may be requested to leave if they become noisy or disruptive.
10. The LLC is the hub for research and project-based learning. Classroom teachers and the media specialist schedule times and organize resources for integration opportunities.

**Lost and Found**

We encourage parents to label all student belongings. Lost and found articles will be placed in baskets in each wing or in the Locker Rooms. At the end of the week, they will be relocated to a storage area in the nurse's office. During Parent/Teacher conferences and other parent events accumulated articles will be displayed for parent and student review. Remaining articles will be donated to a local charity at the end of the trimester.
Please feel free to visit our school as often and for as long as you would like. To ensure the smooth operation of the school, all visitors must inform the office of their presence. **We ask you to sign in and pick up an identification tag in the main office upon arrival.** Appointments with teachers should be made prior to any classroom visitation. Teachers will hold conferences with parents only at mutually agreed upon times. To make an appointment, parents should simply call the school. **Adults are defined as any person beyond grade 8.** No pupil shall be released to or be allowed to see or talk to anyone except a parent or someone who has a parent's official and verified authority.

**Students**

Students are not encouraged to bring friends to school. However, if a student asks permission of the principal, possible exceptions may be made on an individual basis. During regular school hours students may not bring preschool-age children to visit.

**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 Plymouth Elementary 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, the office or the reading specialist to learn about different opportunities such as classroom assistants, reading groups, room parents, publishing center, book fairs, winter program, and Artist in Residence.
After much consideration and careful thought we do find it necessary to extend our criminal record check (see pg. 77) to all adults who work with students in our school. Please stop by the SAU office and fill out the appropriate form prior to volunteering.

PTA

The parents at Plymouth Elementary School play a vital role in maintaining the quality of our school. There is an active PTA which meets regularly to plan and organize parent involvement, academic enrichment and fundraising. Please see the weekly bulletin for more information so that you can become involved in PTA.

Locked Door Policy

According to PES School Board 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.
Fire Drill Evacuation Procedure

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

*Remember, there is absolutely NO TALKING during a fire drill!

Emergencies Calling for Evacuation of the Building

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

Lockdown/Secure Classroom

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

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

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

Emergency Dismissal/Delayed Opening

At times, it may become necessary to shorten school days because of an impending storm, no heat, etc. In such cases, we will use the Connect 5 System to notify all parents. All parents must complete the Connect 5 Contact Information Form in an effort to ensure timely notification. Parents, please discuss with your child what to do if they are dismissed early.

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

In the event of a delayed opening, Plymouth Elementary will be listed on WMUR-TV. There will also be a message on the school phone system (536-1152), and on our Web site www.pes.sau48.org. Please be aware that there is no supervision for students until one half hour before the delayed opening time.
BE YOUR BEST YOU!

1. Be Safe – taking care of ourselves, others and our community.
2. Be Respectful - of ourselves, others and our community. Demonstrate respectful listening, speaking clearly, using eye contact and appropriate body language.
3. Be Responsible - for ourselves, others, property and our community.
4. Be Your Best You!

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.
PES has developed a system for implementing a positive discipline system. This system uses an administrative referral, a form used by any staff member to refer a child to the office for further consideration, and a child study team assembled after repeated offenses or when a teacher, administrator, or parent believes that a child's problem needs immediate intervention. The team is comprised of a counselor, parent, administrator, and teacher, or any combination thereof.

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

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

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

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

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

Consequences for these behaviors may include:

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

Please note school policies on sexual harassment, bullying, drug and alcohol abuse, smoking, and weapons are on pages 58-77.
### Rules for Specific Areas

#### Classroom
1. Do your work.
2. Let others do their work.
3. Follow instructions.
4. Be polite and courteous.

#### Playground
1. Students must take direction from any staff member on duty.
2. Play cooperatively with balls and other toys.
3. Rocks and hard objects are to remain on the ground.
4. No rough play, wrestling, snowballs, or whitewashing (winter).
5. Share equipment.
6. Stand away from moving swings.
7. Stay within boundaries.
8. Stay away from windows and roofs from which snow or ice may fall.

#### Cafeteria
1. Use proper manners.
2. Keep voices at a reasonable level.
3. Enter and leave area properly.
4. Use proper language.
5. Everyone is responsible for any mess at his or her chair or table.
6. Wash tables with cloths provided.

#### Hallways
1. Walk.
2. Stay on right side.
3. Use proper language.

#### Library Learning Commons
1. Quiet.
2. Place books on tables for re-shelving by the librarian.

### Assembly Behavior

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

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

A raised hand by a person leading a group signals a need for silence and attention. All audience members will raise their right hand and stop talking and/or making noise. When the audience is silent, the program will begin. This practice may also be implemented in the cafeteria and the classroom.

After-School Detention

After-school detention assignments range in time, according to teacher discretion. The classroom teacher will contact parent(s) for all teacher assigned detentions. The purpose of the detention is to make up any class or homework. This detention period will serve as an academic and/or disciplinary aid in improving some of our students’ behavior and class work. School assignments and class work are expected to be completed in a timely fashion.

Students will be given 24 hours’ notice as to the time and location of the detention. The parents of each student must make arrangements for transportation immediately following the detention.

Busing

Bus transportation is provided for those students living more than 2 miles from school or when an unusual, obvious danger to a student walking to school exists. 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.
**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 assistant principal by the bus driver. The assistant 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/assistant principal as per New Hampshire RSA 189:9-A.

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

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

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

**Four or more offenses:** The student will be suspended from bus riding privileges for a minimum of 3 days up to permanent suspension.

**Questions regarding transportation should be directed to Durham School Services at 726-2037.**

The following safety procedures and rules for students will enable all of us to experience a safer and more desirable school transportation program:

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

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

General Philosophy

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

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

Field Trips

Field trips are planned educational experiences correlating closely with grade-level curricula. Since these lessons occur away from the school grounds, permission slips, signed by parents, are a prerequisite for student participation. Students who do not participate in field trips are given course-oriented assignments under the supervision of other instructional personnel.

Not all field trips will require parent chaperone assistance. Teachers will request timely assistance from parents if the need is there. The student/chaperone ratio for field trips is one adult per ten children. Parent chaperones are asked to ride the bus to assist in supervision. If parents are asked to transport students, a copy of their insurance must be filed in the office. Prior to attending a field trip, parent chaperones must sign and have on file the Chaperone Supervision Agreement and must have passed a criminal record check.
Each pupil is required to participate in physical education on a regular basis unless the school receives a written excuse from a doctor stating why the pupil should be excused.

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

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

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

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

**Plymouth Elementary School has a plethora of enriching specials class designed to help students explore and stimulate interest and abilities. Following is a list of our specials:** Art, Music, Physical Education, STEM (Science Technology Engineering and Mathematics) Computers (including programming), Spanish and Library/Media. Starting in fifth grade, students start band instruments and health class. Students also receive guidance lessons during transition years, kindergarten, third grade, sixth grade and eighth grade. The guidance counselor is available for small groups and integrated projects.
A student found to have cheated/plagiarized from the internet or other printed source is to receive no credit for the assignment/test at issue. Parent(s), the guidance counselor and the assistant principal are to be notified by the teacher of the first offense and a conference will be scheduled. Second (repeated) offenses are to be referred to the assistant principal by the teacher/counselor for further action. No credit will be awarded for any work completed through cheating or plagiarism.

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

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

Homework is an enriching supplement to the child's in school tasks and is a bridge between school and home. Assignments are based on material that has been taught and is pertinent and meaningful to the student's academic growth. Completed homework assignments in grades 4 to 8 constitute a percentage of the student's final grade. All students are expected to read at least 20-40 pages at their reading level each night.

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

Middle School homework policy:
- All daily homework must be passed in within one week of the due date-the grade will be reduced for each day late.
- Any work not passed in after one week from the original due date will be a zero and will not be accepted.
- Any time a student has more than two late assignments in one week in any subject, parents will be notified.
Modifications and accommodations for homework for special education and 504 students will be addressed individually during their annual IEP or 504 reviews.

Students who are absent are responsible for obtaining missed homework assignments and finishing the assignments in a timely manner using the above timeline.

Students having early dismissal from school (for appointments or school events) must pass in any homework due that day, even if they miss the class due to the dismissal.

As always, for unusual circumstances, teachers may use professional judgment and discretion.

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
- Checking out teacher/team web pages
- Reviewing the PowerSchool Parent Portal with the student for missing assignments

Additional help sessions with teachers are available for students. These will be conducted after school, and 24-hour notice will be provided. Parents may request this additional help for their children.

Plymouth Elementary School will conduct open houses on announced dates and times during the school year. The intent of the open house is to afford parents the opportunity to visit and become acquainted with Plymouth Elementary 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.**

Teachers meet with parents twice a year to review progress and discuss curriculum. Parents are given an opportunity to sign up for an appointment prior to that day.
In the middle school, we will continue the implementation of Student-Led Conferences. In Student-Led Conferences, the student is present and actively participates. The overall purpose of this approach includes the following attributes:

- Engages and includes student in reporting her/his progress.
- Provides context for a student’s learning.
- Provides an opportunity for the student to articulate his/her own progress, needs and goals. This fosters motivation, ownership, and responsibility for learning.
- Promotes parent participation. Takes down barriers between families and school.
- Helps the family gain insight about what and how their child learns.
- The individualized attention helps build confidence, purpose and self-awareness in each student.
- The Student-Led Conference is a learning experience for all involved.

While all students will be expected to participate in a conference, parents and/or teachers may request an additional Parent Teacher Conference at any time.

The recommendation for reading is 40 to 60 pages a day at each student’s reading level. Teachers are continuously assessing student literacy skills, formally and informally. Students will be provided time during their day for quiet reading. Students are expected to have a book for reading each day. Books are available in classrooms or in the Media Center for students to check out. Students are encouraged to read independently, as well as to discuss and share books. Teachers read at this time to model the importance of the habit of regular reading.

We believe that a child is ready for promotion to the next grade when he or she has satisfactorily progressed in two areas of growth:

1. **Academic:** If the child has furnished a year’s work which, in the estimation of the teacher, has been completed successfully in terms of the pupil's ability.
2. **Socially:** If the child has grown to a point where she or he can handle normal situations appropriate to the child’s peer group and circumstances.
Retention Policy

The decision to retain a student will be made after a careful study of the possible effects of such retention on the physical, emotional, and intellectual development of the student. The attitude of the parents or guardians will also be considered. Because early intervention and remediation are the primary goals, it is crucial that retention be an option during the early years (K to 4). Any student beyond grade four who is being considered for retention will have his or her case reviewed by the Superintendent and/or designee.

Students for whom retention is seen as a reasonable practice shall have their educational history reviewed by the child study team including the reading specialist, classroom teacher, administration, and reading recovery teacher. If a potential student is already coded, the special education team will form the review committee.

When the review process is complete, the decision shall be communicated in writing by the principal to the parents or guardians (a copy of this decision shall be forwarded to the Superintendent of schools).

Assessments

Plymouth Elementary School uses a variety of assessments to inform instruction, monitor student growth and to review and analyze the overall school-wide progress. In addition to progress reports and report cards, we send home an assessment letter three times a year. The assessment letter provides parents the results of school-wide assessments and the grade level benchmarks. These assessments vary grade to grade and include the following tests:

- NWEA Measures of Academic Progress (MAP) at least twice a year. Students take the MAP on the computer. It is an adaptive assessment where test items “adapt” to student responses.
- Fountas & Pinnell is used at the younger grades to assess comprehension.
- AIMSweb is a brief check on reading fluency, math computation, and math concepts and application.
- Grades 3-8 students will take the new NH Statewide Assessment System (SAS) for ELA/writing and mathematics. The SAS is designed to assess how students are performing on College and Career Readiness content and skills. For more information, please contact the principal.
- Grade 8 students take the PSAT 8/9
Pupil Progress Reporting

The progress report sent home midway between trimester report cards ensure more continuous communication between the home and the school. It is not as formal as the report card and serves as an interim indicator of a student's performance trends. Providing progress reports has proved helpful both in reversing declining performance early enough to preclude a lowered report card grade and in advising the parents of improved performance early enough that the student has maximum enjoyment of the positive reinforcement earned.

<table>
<thead>
<tr>
<th>PROGRESS REPORTS</th>
<th>MARKS CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 8</td>
<td>November 22</td>
</tr>
<tr>
<td>January 17</td>
<td>March 10</td>
</tr>
<tr>
<td>April 21</td>
<td>Last day of school [June 10]</td>
</tr>
</tbody>
</table>

[Snow days/school cancellations may alter these dates.]

Honor Roll

Students in grades 4 through 8 have an opportunity to earn Honor Roll or Principal’s List. An overall academic average will be determined for every student. The emphasis of the “average” will be on evidence of learning. The teacher designs a weighting system for this evidence. In order to earn the Honor Roll recognition, a student must have an overall academic average of 87. To earn the Principal’s List, a student must have an overall academic average of 94.

Our ultimate goal is that students take active ownership for their learning. The following Work-Study Practices are integrated into class lessons and are an important reflection tool for students:

Communication: I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.
Creativity: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.

Collaboration: I can work in diverse groups to achieve a common goal.

Self-Direction: I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

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

You can find the rubric that correlates with the Work-Study Practices by clicking on the following link.

The Plymouth Elementary 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 psychiatrist. Parents, administrators, students, or teachers may refer children to the counselor. Please speak to the counselor for a referral form if you feel that your child is in need of his services.

Resource rooms are available for those children who are identified as needing special educational assistance. Special education places special emphasis on improving reading, writing, spelling, language arts and math skills, both in the Resource Room and in the regular classroom. Assistance in organizational and study skills is provided for those students requiring support.

Plymouth Elementary School offers a speech-language program designed to meet the needs of all students. We offer an exciting Response to Instruction (RTI) program known as ArticLab™. ArticLab™ assists children in our regular education programs that are experiencing difficulties with speech sounds. The goal of the program is to provide intensive intervention for students (grades 1-5) with one or two articulation (sound) errors.
Plymouth Elementary School uses a multi-tier system of supports to meet students’ needs where they are at in their learning. Most students are successful in the regular curriculum, Tier 1. Teachers monitor students’ progress closely and if an intervention, Tier 2, a research-based program and approach are used. Oftentimes, six to eight weeks of Tier 1 and Tier 2 focused instruction boost a students’ academic level. If children do not make sufficient progress at the end of a specified amount of time, then more intensive services of duration or individual instruction in a Tier 3 model can be provided.

**Multi-Tier System of Support**

**Tier 2: Targeted Group Support for At-Risk Students**

1. **Teacher observes signs of concern, connects with Tier 2 Support, Assistant Principal, Principal, Guidance Counselor, or Special Ed Coordinator.**
2. **Within a day, Tier 2 Support Person connects with student.**
3. **Tier 2 Support checks in with student daily or as needed.**
4. **Tier 2 Support checks in with teacher(s) on a daily basis. Check ins can be brief.**
5. **Tier 2 Support inputs the data each day on all Tier 2 students and shares with the Assistant Principal and Principal.**

If behaviors escalate or student is not responding to intervention, an Office Discipline Referral (ODR) should be completed within a day.

The Assistant Principal and/or Principal reviews the data, investigates, and follows the ODR Process published in the PES Student/Parent Handbook.

Ideally, student resets to Tier 2.
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.

Special Education

Plymouth Elementary School has the services of a Special Education Director, who is responsible for coordinating all special education services in accordance with PL 94-142 and the New Hampshire Rules for the Education of Children with Disabilities.

It is the policy of all schools in SAU #48 to provide a Free Appropriate Public Education (F.A.P.E.) to all students including those with disabilities in the Least Restrictive Environment as required under the Federal Individuals with Disabilities Education Act (IDEA).
The New Hampshire Department of Education publishes a Procedural Safeguards Handbook for Special Education: Parent’s Rights in Special Education that is available at the school or found on the SAU Web site (www.sau48.net). All procedures are followed as outlined below:

Overview of the NH Special Education Process

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

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

*Note: some of these required meetings may be combined.*
The process includes an annual review of the IEP (Individual Education Plan) and placement, which is based on information such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.

1. **Identification.** Anyone may suspect that a child may have a disability and need special education. Additionally, school districts are required to have formal “Child Find” procedures to locate, evaluate and count children who may have disabilities to ensure that eligible children are found, classified and provided needed services. This includes children in public schools, in private schools located within each school district, children who are wards of the state and homeless children.

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

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

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

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

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

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

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

## Special Education Services

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

## Parental Rights to Participate

Parental involvement is an important right in the special education process. Parents have information about their child’s strengths, needs and interests. They know about their child’s hopes, dreams and fears, and what motivates their child. Parents know how their child learns. They are also a constant in their child’s life; they have been there from the beginning, and can serve as historians for the Team. When parents are able to share information about their child, the Team is better able to make informed decisions that will benefit that child.
“Parents” include natural or adoptive parents, legal guardians or surrogate parents, including foster parents who have fulfilled certain requirements. Parents have many rights and responsibilities in the special education process that facilitate their involvement as members of the IEP Team, including the right to:

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

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

- For children who are wards of the State, the LEA must make reasonable efforts to obtain informed consent from the parents for an initial evaluation, except when: the parents cannot be located, the parents’ rights have been terminated, or the rights of the parents to make educational decisions have been removed and an individual appointed by a judge to represent the child has given consent for the initial evaluation.
- Have meetings held at times and places that are mutually agreed upon (with some limitations)
- Participate, through other means such as conference calls, in the development of the IEP if the parent is unable to attend a meeting
- Invite their child to some or all of the meeting if the parent believes it is appropriate (children will be invited to attend meetings when transition services are being discussed)
- Invite other individuals to the IEP meeting
- Have the school district ensure the parent understands the proceedings of the IEP meeting, including providing an interpreter or translator for parents when needed

**Alternative Education Plans**
Students not eligible for special education but in need of special programs will be reviewed by the Child Study Team and recommendations for a program will be made. Parents will be asked to give their written consent before any special services or individual arrangements are provided. Parents have the right to refuse permission for these services.

**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 and in compliance with federal and state regulations in developing the plan and determining eligibility. This policy book is available from the school and may be requested by contacting the principal.

**SAU #48, Assistive Technology Lending Policy**
SAU #48 encourages the use of assistive technology for students with disabilities. However, due to the high cost and fragile construction of technology such as iPads, Chromebooks, laptop, etc., the following policy addresses the lending of such equipment.

1. All state and federal laws relating to the use of equipment will be followed.
2. The equipment will be used for school-related work only.
3. No food or drink is permitted in the vicinity of the equipment.
4. Any malfunction will be reported immediately to the student’s case manager.
5. Any repair or replacement costs that are determined to be due to student misuse will be the responsibility of the student/family.
6. All software will be installed by district technology personnel only.
7. Remote game playing is prohibited including Internet game access, IRC Internet Relay Chat, MUDS (Multi-User Dungeons) and other games and chats.
8. No student will be given a second piece of equipment for lending if damage is determined to be due to student/family misuse beyond normal wear and tear.
9. If a second piece of equipment is issued and subsequently damaged beyond SAU #48 repair, whether it is the fault of the borrower/family or not, it will not be replaced.
10. Plymouth technology personnel have access to all files and may review the contents of the files when investigating problems.
For additional information regarding special education and the special education laws, please contact the Director of Special Services for SAU #48 at the following address and phone number: 47 Old Ward Bridge Road, Plymouth, NH 03264 (603) 536-1254
In some sports, due to high interest and the limited number of opportunities for participation, all participants may not receive the same amount of playing time. Coaches will work hard to develop skills and include all. Several team activities are offered each season, and students are encouraged to try new things, support their team, and continue developing their skills and abilities.

Interscholastic teams will practice and/or compete approximately five days per week which will entail some travel to other middle schools. Sports may include: Fall: football, volleyball, field hockey, soccer, and cross-country running; Winter: basketball, Nordic skiing and wrestling; Spring: track & field, baseball and softball.

*Reminder: Before you can practice your chosen sport, you must have:
  1. A sports physical from your family physician or from the school, AND
  2. A signed permission slip.

**Sportsmanship**

Proper sportsmanship at all events, by all fans—both students and adults—is an expectation. To achieve this, we encourage the following:

1. Attend as many athletic events as possible and support our teams.
2. Be a good sport and never "boo" the opposing team or officials.
3. Have respect for the visiting school and other spectators.
4. When attending away games, be a good guest and observe the rules of the host school.

**Student Council**

The Plymouth Elementary School Student Council is made up of 6th, 7th, and 8th graders who want to participate in student government. They meet weekly during 9th period to discuss pertinent issues. The Student Council sponsors spirit, community service, social and fundraising activities throughout the year. They are a very active organization that strives to serve all the students at PES.
Band and Chorus

Band and chorus are available for students in grades 5 through 8.

Dances

Dances are scheduled throughout the school year for middle school students and are sponsored by the Student Council. Some of those dances are SAU dances where students in schools in SAU 48 and Ashland are invited to attend. Dances are held from 6:30-9:00 PM. The schedule of the dances can be found on the Student Council bulletin board or on the school Web site under organizations. Teachers and administrators serve as chaperones for all dances.

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

Parents/guardians should pick their child up promptly after the dance. Dances at Plymouth Elementary School are a fun social activity for middle school students.
School Resource Officer

Plymouth Elementary School shares a School Resource Officer (SRO) with the Plymouth Regional High School. The SRO will help with traffic control, promote and maintain a safe environment, coordinate various education and prevention efforts, and more.

No School Policy

Plymouth Elementary School has adopted the School Messenger System where families will receive an automated telephone call announcing No School or Delayed Opening. Parents may also call the school – 536-1152 or check online www.pes.sau48.org. Days "lost" by school closings will be made up either from one of the vacation periods or at the end of the school year. In the case of a delayed opening, there will be no morning kindergarten and no playground supervision until one half hour before the delayed opening time. At times it may become necessary to shorten school days because of an impending storm, no heat, etc. In such cases, we will use the School Messenger System to notify all parents. Parents, please discuss with your child what to do if they are dismissed early.

Drug and Alcohol Education and Abuse

The School Board of the Plymouth School District, recognizing the significance of the problems related to drug and alcohol use by students and others, has established the following policy guidelines for the development and implementation of administrative regulations and procedures:

♦ The use, possession, and distribution of non-prescribed, mind-altering, and/or illegal drugs and alcoholic beverage on school premises, and in connection with any school-related activity/function on or off school premises, are prohibited.

♦ All administrative rules and regulations will reflect the district’s desire to protect and promote the health and well-being of its students and to create an educational atmosphere in which sensible as well as legal attitudes toward drug/alcohol use can be developed. The administration/staff will cooperate with law enforcement agencies in an effort to eliminate the illegal sale, possession, and use of drugs/alcoholic beverages.

♦ Authority and responsibility in the handling of drug- and alcohol-related problems will reside with the Plymouth School Board, which may delegate authority to the Superintendent of schools or a designated person. The Board and Superintendent will be responsible for the implementation of rules, regulations, and procedures. Whenever student behavior or other actions indicate
possession, use, or distribution of drugs/alcohol, the cognizant school personnel will immediately notify the principal or designee for follow-up.

♦ The Board and administration will work to establish and maintain an effective program of drug education, supported by instructional materials and training programs for teachers. The Board and administrators will also work in a proactive manner to provide support to the community in its efforts to combat the problem of substance abuse.

♦ School officials may search a student’s locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search, a student shall be notified and given an opportunity to be present at the search. If, however, school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, and safety of students in the school or the school environment, a student’s locker may be searched without prior warning.

The intervention procedure provides for student identification through the court system, through school drug and alcohol policy violations, or by referral.

**SCHOOL DRUG AND ALCOHOL POLICY VIOLATIONS**

Once a student is believed to be in violation of the policy (i.e., under the influence of or in possession of any non-prescribed, mind-altering and/or illegal drug or alcoholic beverage) while involved in any school-related activity or while on school property, the administration shall initiate the due process procedure outlined below:

1. Discuss the incident/situation with the student and parent or guardian. At this time, the student will be given the opportunity to present information on his or her behalf. If appropriate, a significant other or mentor (as determined by the student, parent, and/or administrator) may be involved in this discussion.
2. If the respective individual is found in violation, the administration will impose a 10-day out-of-school suspension; 7 days will be suspended contingent upon the student's successful involvement/cooperation in an assessment and treatment program as follows:
   ♦ The student will participate in a short-term substance abuse education program.
   ♦ The student will undergo an informal assessment to determine his or her dependence on substances. This assessment will be conducted by a team which may (depending on the situation) consist of a representative of the administration, a guidance counselor, and/or the substance abuse resource person.
If deemed appropriate by the informal assessment team, the student may be required to undergo a formal assessment to be conducted by a psychologist and/or person qualified to conduct such an assessment. (This will be at the expense of the parents/guardians.)

The student will participate in a program designed to respond to the individual student's problem and degree of substance abuse. Such a program may include a related educational prevention program, counseling (either in-house or by a specialist), and/or therapy. Parents/guardians will be financially responsible for such a program. The student and parents will also be made aware of available support systems within the school and community.

3. The Superintendent shall be notified of all suspensions in writing.
4. The appropriate law enforcement officials may (when appropriate) be notified.
5. Students determined to be in violation of this policy for a second time shall meet with the administration to discuss the violation.
6. The administration will notify the parents and law enforcement officials.
7. The student will be suspended out of school for five to ten days during which a hearing before the School Board will be scheduled for the purpose of hearing details of the respective student's behavioral and academic history and to determine what further disciplinary action will be taken. Such action may result in expulsion from school.

**Referrals**

Students may refer themselves, or may be referred by the court system, parents, teachers or others. Students so referred will not face suspension or notification of law enforcement officials.

Students will undergo informal assessments to determine their degree of dependence on substances. This assessment will be conducted by a team which may (depending on the situation) consist of a representative of the administration, a guidance counselor, and/or the substance abuse resource person. Based on the results of this informal assessment the student may undergo formal assessment by a psychologist and/or person qualified to conduct such as assessment. The student will be given the opportunity to participate in a substance abuse program including educational prevention programs, counseling, and/or therapy (This will be at the expense of the parents/guardians).

**Involvement in Co-curricular Activities**

When a violation of this policy occurs while a student is involved as a participant or spectator in any school-related and/or school-sponsored activity, or occurs on school property, the student shall be barred from participating in any school activity/function for a period of time from the time of the incident. If the student agrees to participate in the assessment and treatment program described above, the suspension from involvement in school activities/functions will be reduced to 2 weeks.
Smoking/Possession of Tobacco Products

School Board policy and RSA 155:64 prohibit the possession or use of tobacco products in the school building or on school grounds. Students caught smoking, or in possession of tobacco substances or devices, will be suspended from school for 1 day for the first offense, 2 days for the second offense, and will be referred to the Superintendent for the third offense.

Effective January 1, 1998, the law states that: "1) no person shall use any tobacco products in any public school facility or on the grounds of any public education facility. 2) Any person who violates this section shall be guilty of a fine and shall be punished by a fine not to exceed $100.00 for each offense."

Nondiscrimination

It is the policy of Plymouth School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational programs or activities and employment policies, as required by Title IX of the Education Amendments of 1972 and the Civil Rights Act of 1964. Inquiries regarding compliance may be directed to the principal, Title IX coordinator, at Plymouth Elementary School.

Family Educational Rights and Privacy Act

Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) allow parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records:

(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 a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(1a) The school district will charge 10 cents per copy for any copy of records beyond 10 pages.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Superintendent 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 district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the School Board, when in session; a person or company with whom the district has contracted to perform a special task (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.

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 or all the above categories of personally identifiable information as directory information for specific students provided that a written request to the 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 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

Teacher Qualifications

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

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

If you would like to receive any of this information please call the principal’s office at 536-1152.

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 Bullying and Cyberbullying Policy.

REPORT PROCEDURE
All complaints should be given serious consideration by the person to whom they are reported. Students should report the alleged acts immediately to an adult such as a teacher, aide, nurse, guidance counselor, or principal. The adult must then refer the complaint to the school administrators, either the principal or the assistant principal. The school administrators will act to promptly investigate and equitably resolve all complaints either formal or informal, verbal or written of unlawful harassment. Any school employee, volunteer, or employee under contract with the school or School District, who has reliable information that a student has been subjected to harassment, shall report the information to school administrators.

DISCIPLINE
If a complaint is deemed to be valid, the School District shall take such disciplinary action as it deems necessary and appropriate to end the unlawful harassment and prevent its recurrence.

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

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

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

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

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

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

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

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

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.

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

**INVESTIGATION AND RECOMMENDATION**

The School Districts of SAU #48 and SAU #48 will act to promptly investigate and equitably resolve all complaints of sexual harassment or sexual violence. The Assistant Superintendent, as the Title IX officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately inform the Superintendent and authorize an investigation. This investigation may be conducted by School District or SAU officials or by a third party designated by the School District.
The investigating party shall provide a written report of the status of the investigation within 10 working days to the Superintendent of schools and the Title IX officer. If the Superintendent is the subject of the complaint, the report shall be submitted to the SAU School Board chairperson.

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

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, or others who may have knowledge of the alleged incident or circumstances relating to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

The person who is the subject of the complaint will be provided sufficient information about the allegations and a reasonable opportunity to respond to the allegations before the individual is found to have violated this policy and before any corrective action or discipline is imposed. Students who are interviewed may have a parent present during the interview.

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

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

**SCHOOL DISTRICT ACTION**

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

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

The administration should review the victim’s records, grades, evaluations, etc., with the view to correcting any injustice(s) that might have occurred as a result of the harassment. In the case of an employee, the School Districts and SAU may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.
Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspension, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim, and mandatory education and training on sexual harassment.

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

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

UNSUBSTANTIATED COMPLAINT
The SAU and its School Districts recognize that not every advance or conduct of a sexual nature constitutes harassment. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

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

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

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

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

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

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

The individual may also choose to file the alleged violation or complaint with:

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

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

C. Director, Office of Civil Rights
   U.S. Department of Health & Human Services
   Regional Office
   JFK Federal Building, Room 1875
   Boston, Massachusetts 02203
   (617) 565-1340

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

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

AGE-APPROPRIATE SEXUAL HARASSMENT POLICY
This policy is intended to apply to high-school aged students.
The Superintendent and building principals are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the SAU and its School Districts’ elementary schools.

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

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

**Plymouth School District Bullying and Cyberbullying**

The Plymouth School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations.

The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as he/she deems appropriate.

**A. Prohibited Conduct**

Students are prohibited from bullying and cyberbullying actions or communications directed toward other students which:

1. Occur on, or are delivered to, school property or a school-sponsored activity or event on or off school property; or

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

Students are further prohibited from retaliating against or making false accusations against a victim, witness or anyone else who in good faith provides information about an alleged act of bullying or cyberbullying.

**B. Definitions**

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

   “Bullying” shall also include actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above.

   Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws. Complaints regarding such conduct may be processed through the Board’s Student Discrimination and Harassment Complaint Procedure.

2. “Cyberbullying” means conduct defined in Paragraph 1 that takes place through the use of electronic devices.

3. “Electronic devices” include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.

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

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

6. “Victim” means a student against whom bullying or cyberbullying has been perpetrated.

C. Disciplinary Consequences and Intervention Programs
Administrators have the discretion 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.

Disciplinary consequences may include detention, suspension or expulsion from school. In addition, students may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent recurrence of bullying and cyberbullying behavior.

D. Reporting Bullying and Cyberbullying

Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to the building principal, guidance counselor and/or teachers.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal.

E. Report Handling and Investigation

1. The building administrator shall notify the parents/guardians of the alleged victim(s) and perpetrator(s) that a bullying/cyberbullying report has been made within 48 hours of the report and in accordance with applicable privacy laws. However, the building principal may request a waiver of this parent notification requirement from the Superintendent. The Superintendent may waive parent/guardian notification at this stage of the procedure if he/she determines this to be in the best interest of the victim(s) and/or the perpetrator(s). Any such waiver of the parent notification requirement shall be made in writing.

2. An investigation of the bullying/cyberbullying report will be initiated by the building principal within five school days.

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

   b. Privacy rights of all parties shall be maintained in accordance with applicable laws.
c. The building principal shall keep a written record of the investigation process.

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

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

f. The investigation shall be completed within 21 school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional school days if necessary. The Superintendent shall notify all parties involved of any such extension.

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

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

F. Training

1. The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying/cyberbullying.

2. The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

All training and education programs shall be initially approved by the Superintendent. Building administrators are responsible for scheduling the required training and education programs each year.

G. Annual Report to New Hampshire Department of Education
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.

H. Immunity

Any employee of the Plymouth School District, SAU 48, or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

I. Policy Dissemination

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

Legal References: NH RSA 193-F:2-F:10

Cross References: Nondiscrimination/Equal Opportunity Policy Harassment and Sexual Harassment of Students Harassment and Sexual Harassment of Students Complaint Procedure Student Records and Information

Review: November 1, 2010
Final Review and Adoption: December 6, 2010
FNS School Meal Programs

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; or
3. email: program.intake@usda.gov.

This institution is an equal opportunity provider.

**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.