

**Iber Gove Holmes Middle School**

**2017 - 2018 Staff Handbook**



**1 Stephen K. Batchelder Parkway**

**Raymond, NH 03077**

**603-895-3394**

**603-895-9856 (Fax)**

**<http://www.sau33.com/IberHolmes.cfm>**

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**WELCOME!**

**Please sign the acknowledgement below and provide the following information (required by SAU) and return to Angela by September 8th.**

Miss \_\_\_ Ms. \_\_\_ Mrs. \_\_\_ Mr. \_\_\_

**First Name (Legal):** \_\_\_\_\_

**Nickname:** \_\_\_\_\_

**Middle Initial:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**Position/Title:** \_\_\_\_\_

**Check here if all the information below is the same as what was submitted one year ago.**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Zip code:** \_\_\_\_\_

**\*Phone #:** \_\_\_\_\_ **\*Cell #:** \_\_\_\_\_

\*(These will be used for phone chain)

**Email Address:** \_\_\_\_\_

**Birth Date (no year necessary)** \_\_\_\_\_

Please check if you do NOT want your birthday announced

**Shirt Size (For future surprises!)**

Women, please enter size for both unisex and women's shirt.

**Unisex:** \_\_\_\_\_ **Women's Size:** \_\_\_\_\_

**RAYMOND SCHOOL DISTRICT  
STAFF HANDBOOK DISCLAIMERS**

This Staff Handbook contains information about some of the policies, rules, and procedures of the Raymond School District. It is not intended to include or set forth all of the policies, rules, procedures, or standards that govern the conduct of employees. The School District's current policies are available on the School District's website. The Staff Handbook, policies, rules, and procedures may be modified, deleted or changed at anytime by the Raymond School District without notice to or approval by employees.

It is understood that future changes to policies, rules or procedures will supersede or eliminate those found in this Staff Handbook and employees will be notified of such changes through normal communication channels. This Staff Handbook supersedes and replaces any and all prior Staff Handbooks.

**THE PROVISIONS OF THIS STAFF HANDBOOK ARE NOT INTENDED TO CREATE CONTRACTUAL OBLIGATIONS WITH RESPECT TO ANY MATTERS IT COVERS, NOR IS THIS STAFF HANDBOOK INTENDED TO CREATE A CONTRACT GUARANTEEING THAT AN EMPLOYEE WILL BE EMPLOYED FOR ANY SPECIFIC TIME PERIOD.**

If any provisions of this Staff Handbook or any application of this Staff Handbook is contrary to an existing collective bargaining agreement, individual contract, insurance plan, or benefit document, the collective bargaining agreement, individual contact, insurance plan or benefit documents control.

**RAYMOND SCHOOL DISTRICT  
ACKNOWLEDGMENT AND RECEIPT OF STAFF HANDBOOK**

- I acknowledge that I have received a copy of the Staff Handbook and understand that it contains information about some of the policies, rules, and procedures of the Raymond School District. I have reviewed the Staff Handbook carefully and agree to comply with it.
- I also understand that the Staff Handbook is not intended to include or set forth all of the policies, rules, procedures, or standards that govern my conduct as an employee of the Raymond School District. I understand that I can obtain copies of the current School District policies on the website.
- I understand that the Raymond School District may revise the Staff Handbook, policies, rules, and procedures at any time and for any reason.
- I understand that it is my responsibility to comply with all policies, practices and rules and any future changes in such policies, practices, and rules.
- I understand that this Staff Handbook is not intended to create contractual obligations with respect to any matters it covers and that the Staff Handbook does not create a contract guaranteeing that I will be employed for any specific time period.

Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

## The First Day of School

Students will be sent directly to their homeroom beginning at 7:35 a.m. Staff members will assist students in locating the correct homeroom/teacher. Students may go to breakfast.

**Materials Teachers Should Have On Opening Day:** a schedule for each student, homeroom lists, class lists, textbook inventory/distribution sheet, sign-out sheets, and student agendas(5th grade only).

- Teachers will hand out schedules and other information during homeroom time.
- Homeroom will be extended until 8:30 to assist in this process.
- During the extended homeroom period, teachers are to explain the rules of **attendance, absence notes, dress code, tardiness, safety procedures, dismissals, locker use/locks, and staying after school for make-up work, conferences or detention, refer to Student Handbook online.**
- Homeroom teachers should admit only those students on his/her class list. If the student has a slip from the office, however, the student may be admitted and added to the class roster. Students not listed **and** who do not have an office slip should be sent to the office.
- Homeroom attendance should be taken on Power School.

At 8:30 the extended homeroom will end. All students should report to their 1<sup>st</sup> period class and the normal schedule will resume. If teams wish to adjust the schedule to fit their needs, this is acceptable as long as the lunches are not changed.

**Welcome Back!**





## **SAFETY AND SECURITY REQUIREMENTS FOR ALL STAFF**

The following are reminders and information on procedures that must be followed on an ongoing basis by all faculty and staff based on NH DOE School Standards Requirements:

1. Make all students aware of the school safety procedures as described in Faculty/Staff Handbook. This should be done at least once per quarter by every teacher in every class:
  - a. Building Evacuation
  - b. Drop Cover and Hold
  - c. Secure Campus
  - d. Shelter in Place
  - e. Lockdown
  - f. Reverse Evacuation
  - g. Scan
  - h. Stay Put
2. Never leave students unsupervised.
3. Rooms that can be secured are to be locked when not occupied and supervised. This includes windows and doors. Report any malfunctions immediately upon their identification to administration.
4. All egress routes must have a 36" wide path without any obstructions. The egress path must allow for access from the entire room. If there are two modes of egress from a room, the egress route must be from one to the other.
5. There must be a 30" wide path between all rows of desks or tables leading to a 36" egress route.
6. Egress routes may never be blocked.
7. All electrical panels must have unobstructed access at all times and nothing can be placed within 36" of any electrical panel.
8. Power strips may be used but they must have overload protection, have a switch and be plugged directly into an outlet. Extension cords are not allowed, except for temporary situations lasting less than 24 hours.
9. If any type of electrical cable must cross any area where there is any foot traffic the cable(s) must be protected with an approved cable cover.
10. No outside appliances are allowed into the building unless approved by the Facilities Director. Appliances consist of heaters, microwaves, refrigerators, etc.
11. Any and all chemicals used and/or stored in any part of the building must have a Material Data Safety Sheet (MSDS) readily available in the room that it is in as well as there must be an MSDS in the school office on file. Any time any type of chemical is ordered an MSDS must be requested in writing from the vendor at the time the order is made.
12. Anything that is fabric or is covered with fabric or fabric is a part of must have fire retardant certification. Items not certified will be removed from the building.
13. Nothing can be stored above a plane of 18" below all sprinkler heads in any given room. There will be no exceptions.
14. Not more than 50% of the wall space in any given room can be covered with combustible materials.
15. Emergencies, even the most minor must be reported to the appropriate emergency services. The most appropriate method of contacting the fire department, ambulance or police department is to call 911. Regardless of the situation, if it is even a question in your mind whether or not emergency services should be notified then they should be called. It is always better to call and let them decide based on the situation how they will respond. Notify 911 first and then let administration know that you have called and why. Whenever there is a fire of any nature, at any time, in this building the fire alarm must be pulled.
16. A trained crowd control manager must be available for all events exceeding 250 persons.
17. Safety briefings must be conducted prior to all public events in an assembly area, briefings must inform all attendees where exits are located.



### **Drop, Cover, and Hold**

**Drop, Cover, and Hold** is activated in order to protect students and staff from falling objects or items that may become "projectiles."

- Face away from windows.
- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is not suitable furniture available, cover face and head with arms. Remain in drop position until given further instructions.
- When directed or when it is safe to do so, staff may have to evacuate or implement Response Actions as the situation dictates.

### **Secure Campus**

**Secure Campus** is activated when it is necessary to protect staff and students from a threat from outside the school building. When indoors, students and staff should:

- Staff should close all windows and shades (particularly ground level).
- Check that all exterior doors are closed and locked.
- Continue normal academic functions unless informed to take another action or Secure Campus is terminated.

When outdoors, staff and students should:

- Activate Reverse Evacuation (See Reverse Evacuation procedure).
- All outdoor activities should be cancelled.

### **Shelter-In-Place**

**Shelter-In-Place** is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material.

- Staff should close all windows.
- Check that all exterior doors are closed and locked.
- Shut off heating and air-conditioning equipment and fans.
- Close all vents that can potentially carry outside air into a building. Vents that cannot be secured should be covered by utilizing duct tape and plastic.
- Escort all students to the secure room(s).
- Depending on the situation, all entry and dismissals should be allowed through only one point of entry which is monitored.
- Await further information.
- Prepare for evacuation

### **Lockdown**

**Lockdown** is activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.

- Report to the nearest room or area of refuge. **Evacuate if an area of refuge or classroom cannot be safely reached.**
- Close and lock doors and windows. Cover the door window. Staff should move students so they can not be seen.
- Shut off lights. Remain quiet. If the Fire Alarm sounds, do NOT evacuate, but stay aware of situation. Wait for further instructions.
- Be prepared to institute other Response Actions, as necessary.
- When outdoors staff and students should:
- Not re-enter the school building; immediately go to an outside Area of Refuge.

### **Evacuation**

**Evacuation** is activated when it is necessary for staff and students to exit the school building.

When the school Fire Alarm system activates, students and staff should:

- Exit the school by the nearest and safest exit (do not pick up coats or belongings).
- Gather at the designated meeting area.
- Staff will take attendance.
- Staff will observe the students for signs of heat or cold exposure.
- Await further instructions.

**In some cases it may be necessary to evacuate a school one room at a time.** Two situations where this may be necessary are an internal hazardous material spill, or a hostage situation. Staff and students should:

- Evacuate the immediate area of danger.
- Staff should notify the office of the situation.
- Evacuate adjacent rooms away from the danger area.
- In the case that Fire or Police are on site follow their instructions.
- Gather at the designated meeting area; staff will take attendance.
- Await further instructions.

## Reverse Evacuation

**Reverse Evacuation** is activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.

If directed by school administration Reverse Evacuate immediately.

- Walk quickly into the nearest entrance.
- Notify the principal/office as soon as possible (if action wasn't initiated by the office).
- Report to a designated meeting area; check for injuries.
- Staff will take attendance.
- Remain quiet for further instructions.

## Scan

**Scan** response action is activated when it is necessary for staff to look around their area for any item which doesn't belong there. Scan will be activated primary in the case of a Bomb Threat, but could be utilized for any situation that required the staff to look for an item which may cause harm.

Procedure: The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by school authorities. When notified, staff should:

- Look around your room for anything you are unable to identify. Scan: High, Middle, and Low.
- Do not move, open, or touch a suspicious object.
- Do not use radios or cell phones.
- If something is found, evacuate to a safer area.
- Notify the Command Post of the location and description of the item or that your area is clear.
- Remain quiet and wait for further instructions.

## Stay Put

**Stay Put** is activated in instances requiring isolation in an area, that may not necessarily be a safety issue for all students /staff)

- Students are to be cleared from the hallways and common areas immediately.
- Assist those needing special assistance or accommodations.
- Normal classroom activities should continue to occur.
- Do not allow anyone to leave the classrooms or offices.
- Wait for further instructions.

# 2017-2018 Room Assignments 7/5/17

## 5<sup>th</sup> Grade

Room	Teacher	Ext.
146	Title I /Math	4146
147	T. Martin	4147
148	<b>K. Wallace</b>	4148 TL
149	<b>**K. Bronson</b>	4149
150	J. Datilio	4150
151	R. Boucher	4151
152	K. Wilcott	4152

## 7<sup>th</sup> Grade

221	J. Hoffman	4221
222	Spanish I/D. Yaris	4222
223	M. Colburn	4223
224	<b>**J. Driscoll</b>	4224
225	P. Popieniek	4225
226	<b>C. Bridle</b>	4226 TL
227	R. Sharrow	4227

## **\*\*Special Education**

149 gr5	<i>K. Bronson</i>	4149
132 gr6	<i>K. Burke</i>	4132
224 gr7	<i>J. Driscoll</i>	4224
201 gr 8	<i>E. Denn</i>	4201
190 Incl.	<i>J. Hastings</i>	4190/4309

## **Unified Arts**

143	D. Potter	4143
145	K. Kebler	4145
171	J. Gamage	4171
172	M. Lessard	4172
187a/b	T. Nye	4187
Gym	Fulton	4102
112	<b>A. Rockenhauser</b>	4112 TL
220	S. Turcotte	4220

## **Reading**

188	B. Buckingham	4188
193	(Speech)	4193

## **Admin Offices**

180	C. Ahearn	4400
180	A. Roe	4402
180	C. Bolduc	4401
180b	M. Chouinard	4403
180c	B. Bickford	4404
185	M. Lefebvre	4183

## 6<sup>th</sup> Grade

Room	Teacher	Ext.
126	Title I / ELA	4126
127	C. Walker	4127
128	J. White	4128
129	K. Murphy	4129
130	M. Van Laarhoven	4130
131	<b>S. Hamm</b>	4131 TL
132	<b>**K. Burke</b>	4132

## 8<sup>th</sup> Grade

201	<b>**E. Denn</b>	4201
202	<b>J. Oakleaf</b>	4202 TL
203	M. Matulewicz	4203
204	M. Bell	4204
205	J. Lees	4205
206	C. Simonds	4206
207	S. Poulin(Roy)	4207

## **Library**

238	S. Arsenault	4238
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## **Tech**

239	M. Clifton	4239
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## **Guidance/Spec.Ed./Nurse**

191b	S. Lussier	4302
191c	J. Dunham	4303
191d	K. Grieve	4304 (Dist. Psychologist)
191f	L. Moule	4306
191g	R. Hadik	4307
186	M. Gauthier	4186
186	D. Papamichael	4310
183	TBA/ SMH	4185
195	PT/OT	4195

## **Other**

109	Kitchen/Café	4109/4883
144	NWEA	4144
182	In-School Restriction	4182
188a	LEAP / P. Arsenault	4308
191e	T. Ledoux	4191
194	S. Shea	4194
195	PT/OT/Beh.Spec.	4195
193	Speech	4193
Gr. 5	Conference Room	4154
Gr. 6	Conference Room	4134
Gr. 7	Conference Room	4229
Gr. 8	Conference Room	4209
Admin.	Conference Room	4181
Sped	Conference Room	4192
Teacher's	Room	4162



<b>Middle School Room Ext. 7/5/17</b>			
<b>Name</b>	<b>Title</b>	<b>Room</b>	<b>Ext#</b>
Ahearn, C.	Secretary	180	4400
Arsenault, S.	Media	238	4238
Bell, M.	Gr 8	204	4204
Bickford, B.	Principal	180c	4404
Bolduc, C.	Secretary	180	4401
Boucher, R.	Gr 5	151	4151
Bridle, C.	Gr 7	226	4226
Bronson, K.	Gr 5 EH	149	4149
Buckingham, B.	Reading	188	4188
Burke, Kevin	Gr 6/Sped	132	4132
Chouinard, M.	Asst. Prin.	180b	4403
Christo, J.	Inclusion	190	4190
Colburn, M.	Gr 7	223	4223
Title I	Title I	146	4146
Datilio, J.	Gr 5	150	4150
Denn, E.	Gr 8/Spec Ed	201	4201
Driscoll, J.	Gr 7 Sped	224	4224
Duff, M (ISR)	ISR	182	4182
Dunham, J.	Guidance EH	191c	4303
Ferrara, K.	Seacoast MH	183	4185
Fulton, J.(Intercom 4101)	UA - PE	Gym	4102
Gamage, J.	UA - IT	171	4171
Gauthier, M.	Nurse	186	4186
Geno, S.	Maint.	194	4194
Greive, K	Psych	191d	4304
Hadik, R.	Sped Dir.	191g	4307
Hamm, S.	Gr 6	131	4131
Hoffman, J.	Gr 7	221	4221
Hunter, M	Speech	193	4193
Kebler, K.	UA - Health	145	4145
Ledoux, T.	Maint.Dir.	191e	4305
Lees, J.	Gr 8	205	4205
Lefebvre, M.	Curr. Dir.	185	4183
Lessard, M.	UA - Art	172	4172
Lussier, S.	Guidance 5/6	191b	4302
Martin, T.	Gr. 5	147	4147
Matulewicz, M.	Gr 8	203	4203
Moule, L.	Guidance 7/8	191f	4306
Murphy, K.	Gr 6	129	4129
Nye, T.	UA - FCS	187a/b	4187
Oakleaf, J.	Gr 8	202	4202
Papamichael, D.	Nurse's Aide	186	4310
Popieniek, P.	Gr 7	225	4225
Potter, D.	UA - Music	143	4143
Rockenhauser, A.	UA -Band	112	4112

<b>Name</b>	<b>Title</b>	<b>Room</b>	<b>Ext#</b>
Roe, A.	Secretary	180	4402
Roy, S.	Gr 8	207	4207
Sharrow, R.	Gr 7	227	4227
Simonds, C.	Gr 8	206	4206
Turcotte, S.	UA -Comp	220	4220
VanLaarhoven, M.	Gr 6	130	4130
Walker, C.	Gr 6	127	4127
Wallace, K.	Gr 5	148	4148
White, J.	Gr 6	128	4128
Wilcott, K.	Gr 5	152	4152
Yaris, D.	Spanish 1	222	4222
<b>Conference Rooms/Other</b>			
Conference Room	Admin.	181	4181
Conference Room	Gr 5	154	4154
Conference Room	Gr 6	134	4134
Conference Room	Gr 7	229	4229
Conference Room	Gr 8	209	4209
Conference Room	Sped	192	4192
Connection Rm Extension		189	4189
Computer Lab		219	4219
ISR/Duff		182	4182
Kitchen/Café	4883-CAFÉ	109	4109
Maintenance		194	4194
NWEA		144	4144
PT/OT/Behavior Spec. Soucey/OBrien		195	4195
		183	4185
Speech		193	4193
Teacher's Room		178	4178
Tech Office		239	4239
Title 1 ELA: Lavoie, C. / Polk, M.		126	4126
Title 1 Math: Schmidt, D. /Quattrochi, G.		146	4146
LEAP/ P. Arsenault		188a	4308

<b>Office</b>	<b>Ext.</b>		
Carla Ahearn	4400	SAU	895-4299
Charlie Bolduc	4401	SMH	772-2710
Angela Roe	4402	LRES	895-3117
Mike Chouinard	4403	RHS	895-6616
Bob Bickford	4404		

**Raymond Police** Business 895-4222  
Emergency 895-4747

**Raymond Fire** 895-3321

IHGMS Office Fax 895-9856  
IHGMS Nurse Fax 244-7021







## Raymond Coalition for Youth

4 Epping Street  
Raymond, NH 03077  
603-895-4735 x 125  
[www.rcfy.org](http://www.rcfy.org)

### Resource Contact Numbers for Raymond

Raymond Police Department **895-4222**    Emergency    **911**  
Raymond Fire Department    **895-3321**  
Raymond Ambulance, Inc.    **895-4353**

#### Schools

Lamprey River Elementary    **895-3117**  
Iber Holmes Gove Middle    **895-3394, dial \*0\***  
Raymond High School    **895-6616, Guidance x 2324 or dial \*0\***

#### Health Care

Elliott Primary Care at Raymond, Freetown Rd, Raymond    **895-8000**  
Lamprey Health Care, Route 27, Raymond    **895-3351**

#### Area Hospitals

Exeter Hospital, Exeter    **580-6110**  
Parkland Medical Center, Derry    **421-2220**  
Elliot Hospital, Manchester    **663-2533**  
Catholic Medical Center, Manchester    **663-6487**  
Portsmouth Hospital, Portsmouth    **433-4012**

#### Community Mental Health Center

Seacoast Mental Health, Exeter    **772-2710**

#### State and National Resource Numbers

National Suicide Lifeline (24/7)    **1-800-273-TALK (8255) TTY: 1-800-799-4889**  
Teen Head Rest (24/7)    **1-800-639-6095**  
NH Helpline    **1-800-852-3388 (8AM to 8PM)**

For More Information

## **Resources about Mental Health & Suicide**

**NAMI New Hampshire  
(National Alliance on Mental Illness, NH)  
1-800-242-NAMI (6264)  
[www.naminh.org](http://www.naminh.org)**

**American Foundation for Suicide Prevention  
[www.afsp.org](http://www.afsp.org)**

**Suicide Prevention Resource Center  
[www.sprc.org](http://www.sprc.org)**

**Suicide Prevention Action Network USA  
[www.spanusa.org](http://www.spanusa.org)**

**American Association of Suicidology  
[www.suicidology.org](http://www.suicidology.org)**

**National Strategy for Suicide Prevention  
[www.mentalhealth.org/suicideprevention](http://www.mentalhealth.org/suicideprevention)**

## **Substitute Plans**

All teachers are expected to have 1-day Emergency Substitute Plans on file in the main office at all times by the second Friday in September. Please update as needed.

Checklist for Emergency Substitute Plans:

1. Plans for 1 day. Plans should include;
  - a. Instructions for any work to be done
  - b. Copies of worksheets and any needed supplies
  - c. Deadlines for work to be completed
  - d. Homework
2. Class Lists, including Unified Arts Lists
3. Seating Charts for each class
4. General instructions for all classes: taking attendance, writing passes, sign-out procedures, morning announcement, homeroom routine, classroom rules
5. Copies of passes, detentions forms, referral forms and instructions on how to use each
6. Teacher's schedule listing times and places of all classes and duties
7. Information on end of day dismissal
8. Safety Drill Procedures
9. Emergency Evacuation Folder location

## **Leave Request:**

In the event that a staff member must request time away from contractual responsibilities, i.e. sick, personal, bereavement, a Leave Request must be submitted in Aesop. when unable to report to school. If a faculty or staff member must call out within a half an hour of the start of the school day they must call the main office. The teacher is responsible for providing clear lesson plans and other materials so that a substitute will be able to carry on during the teacher's absence. There may be occasions when you will not be present and the regular lessons you have planned are not suitable to conduct. To prepare for such a circumstance, emergency lesson plans need to be included in your substitute folder. These plans should be activities that anyone could present to students and is fairly simple to execute.

The following is the basic information to report an absence, either online or on the phone:

09.a AESOP-EmployeeQuickStartGuide



## Logging in on the Web

To log in to Aesop, type <http://www.aesoponline.com> in your web browser's address bar (on mobile devices, type [m.aesoponline.com](http://m.aesoponline.com)).



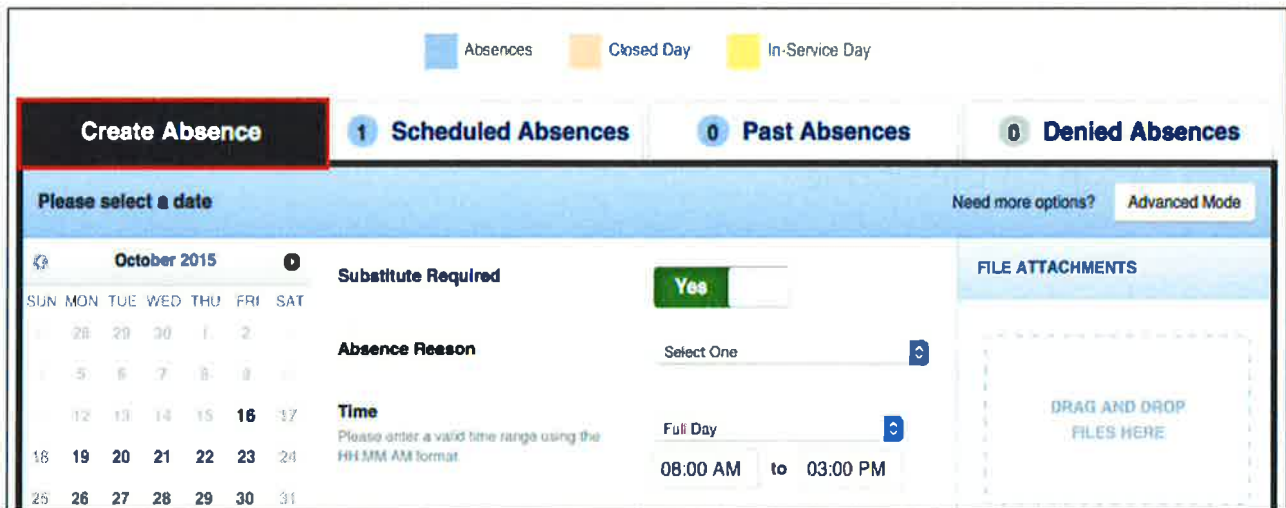
Enter your ID number and PIN. Then, click **Login**.

### Can't remember your login info?

If you're having trouble logging in, click the **Login Problems** link next to the "Login" button for more information.

## Creating an Absence


You can enter a new absence right from your Aesop homepage under the **Create Absence** tab.



Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.



When you've completed entering the absence details, click the **Create Absence** button.

	<b>Absences</b> ▾	<b>Feedback</b>	<b>Account</b>	<b>Directory</b>	<b>Help</b>
---	-------------------	-----------------	----------------	------------------	-------------

<b>Personal Info</b>	<b>Personal Info</b>
<b>Change Pin</b>	<b>General Information</b>
<b>Shared Attachments</b>	<b>Name:</b> Tim Fox
<b>Preferred Substitutes</b>	<b>Phone:</b> 5554981283
	<b>Email Address:</b> tfox@email.org

## Managing your PIN and Personal Information

Under the “Account” tab, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more.

## Getting Help and Training



If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click the **Help** tab to go to the Aesop Learning Center, where you can search Aesop’s knowledge base of help and training materials.

## Using Aesop on the Phone

Not only is Aesop on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop, dial **1-800-942-3767**. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) – **Press 1**
- Check your absence reason (entitlement) balances – **Press 2**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.

## MEMO

To: All Staff

From: Bob

Re: e-mails and FERPA

This memo is to make clear some important issues concerning e-mails that go home to parents/guardians about their child or any interschool e-mail. Anything that is sent to a parent should not contain any "identifiable" information about a student. This includes the student's name. Anything that is sent by e-mail format is public information and can be subpoenaed for court use and/or become part of the student's records.

1. Therefore, when replying to an e-mail from a parent or sending an e-mail to a parent, you must, in order to adhere to privacy laws, do the following:

- Erase all identifiable information sent by the parent before you reply (name of student and parent)- this includes the subject line
- Instead of using the parent's name in the greeting, just say "hello" or "hi"
- Refer to the student in the body of the e-mail by first name only
- If the name of the parent is in the address, i.e. b.bickford@hotmail, refer to the student as "your son" or "your daughter"

2. Any e-mail that is sent between staff members or interschool should only use student initials. If there is doubt about which student is being referred to, a phone call or an in person conversation is probably a better option.

3. It is very easy to just press "reply" when answering parent concerns- we've all done that. We need to be much more vigilant about our use of e-mail to ensure that student privacy is not being violated. This may mean that you will need to retype the address, but it is absolutely necessary that no identifiable student information go out over e-mail. This applies to all students: Recent court cases have determined that this is a violation of the FERPA laws.

For more information related to the Family Educational Rights and Privacy Act (FERPA) go to:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>





## **BYOD ACCEPTABLE USE AGREEMENT**

### **Raymond School District**

#### **Introduction**

The Raymond School District has implemented a BYOD (Bring Your Own Device) in grades 4-12. "Device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates (iPads), iPod Touches, cell and smartphones. As part of BYOD, students will be granted permission to bring their own devices in and use them at the discretion of an administrator or of the teacher in a classroom environment. In all other settings, the students will follow the current school and Raymond School District Acceptable Use Policies and Procedures, which means that they will not be using their own devices outside of the classroom or for non-educational reasons in the classroom. All use of the student-owned internet access will be through the guest network provided by the District. Students are not allowed to use their own cellular data plans to access the internet. Our guest network is filtered and monitored, just as our District network is.

#### **Security and Damages**

Responsibility of keeping privately owned devices safe and secure rests solely on the individual owner of the device. The Raymond School District, including its staff and employees, is not liable for any device that is damaged or stolen on school property. If a device is damaged or stolen, it will be handled through the administrative office in the same manner as other personal artifacts that are impacted in similar situations.

#### **Student Agreement**

The use of personal computing devices in school is a privilege, not a necessity. When respected, privileges will enhance the learning environment. When abused, privileges will be taken away.

Students and parents/guardians participating in our BYOD program must adhere to the Raymond School District Acceptable Use Policy (AUP) and AUP Procedures. Additionally:

1. Students take full responsibility for personal computing devices at all times. The school is not responsible for the security of the device.
2. The student is responsible for maintenance and charging of the device.
3. Teachers will not store student devices at any time, nor will any District employee diagnose, repair, or work on a student's personal device.
4. It is not a necessity for a student to have a personal device. There will be alternative ways for students to complete assignments.
5. The device must be turned off while on school property, including school buses, unless otherwise directed by the teacher or an administrator.
6. The device may not be used to cheat on assignments or tests or for non-instructional purposes during instructional time.
7. The device may not be used to record, transmit or post audio, photographic or video of a person, or persons on school property during school hours unless assigned to do so by the teacher.

**BYOD ACCEPTABLE USE AGREEMENT**  
**Raymond School District**

1. The device may only be used to access files or internet sites permitted by the teacher. Non-instructional games are not permitted.
2. Students must comply with the teacher's request to turn off the device.
3. When not in use, devices must be turned off and kept wherever the classroom teacher designates as the acceptable classroom location.
4. Students are prohibited from trading or selling personal computing devices to other students on District property, including while on school buses.
5. An appropriately trained administrator may examine a student's personal computing device and search its contents, in accordance with the law, if there is any reason to believe that the student is in violation of the District's Acceptable Use Policy/Procedures, to enforce the terms of this BYOD agreement, or to investigate student discipline issues.

**Infractions and Consequences:**

1. The first infraction shall result in loss of the privilege of using the device at school for a minimum of one school day. The device may be examined by the District's IT department. Any confiscated device will be held in the school's main office, where it can be retrieved by the student at the end of the school day.
2. The second infraction shall result in loss of the privilege of using the device for a minimum of 5 school days. The device may be examined by the District's IT department. The parent/guardian will be required to pick the device up at the principal's office.
3. The third infraction will result in permanent loss of privileges for the remainder of the school year. The device may be examined by the District's IT department. The parent/guardian will be required to pick the device up at the principal's office.

**If you authorize your child to participate in the BYOD program, please sign below.**

I understand the above guidelines and that my child must abide by them. I further understand that any violation is unethical and may result in the loss of my child's network and/or use of personal and district device privileges as well as disciplinary action.

Student Name: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Iber Holmes Gove Middle School**

# **2017 - 2018 Student Handbook**



**1 Stephen K. Batchelder Parkway**

**Raymond, NH 03077**

**603-895-3394**

**603-895-9856 (Fax)**

**<http://www.sau33.com/IberHolmes.cfm>**

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**WELCOME to the Iber Holmes Gove Middle School  
2017-2018**

The Iber Holmes Gove Middle School was designed to create the best possible learning environment for middle school students. With this building design of grade level classrooms arranged in 'pods' and the middle school philosophy, students at the Iber Holmes Gove Middle School belong to a community, have a team approach to their academics, have a safe place to learn collaborative skills, and have a learning experience that helps them develop positive relationships with teachers and peers. We are proud to offer our students a wide range of unified arts and team building experiences in addition to their academics.

This handbook will be your resource to communicate our expectations and regulations at the Iber Holmes Gove Middle School. Please know that our highest priority is for the success, well-being and safety of your student(s). It is very important that we work closely together to assure your student's success. A key to this success is communication with one another.

After reading the information contained in this publication, please share with us any concerns that you may have. Your input, participation, and constructive criticism are welcomed.

Have a wonderful year!

Robert Bickford, Principal

Mike Chouinard, Assistant Principal

**RAYMOND SCHOOL DISTRICT  
SCHOOL BOARD AND ADMINISTRATION**

**Raymond School Board**

**John Harmon  
Joe Saulnier  
Janice Arsenault  
Michelle Couture  
Jaclyn Serrine**

**Chairperson  
Vice Chairperson  
Member  
Member  
Member**

**Superintendent of Schools**

**Dr. Tina McCoy**

**Business Administrator**

**Ronald A. Brickett**

**Special Education Director**

**Walter Anacki**

**SAU #33 – Superintendent's Office**

43 Harriman Hill Road  
Raymond, NH 03077  
Tel. (603) 895-4299  
Fax (603) 895-0147

**Raymond High School**

45 Harriman Hill Road  
Raymond, NH 03077  
Tel. (603) 895-6616  
Fax (603) 895-5415

**Principal  
Assistant Principal  
Athletic Director**

**Steve Woodward  
Peter Weaver  
Davinney Brazeau**

**Iber Holmes Gove Middle School**

1 Stephen Batchelder Parkway  
Raymond, NH 03077  
Tel. (603) 895-3394  
Fax (603) 895-9856

**Principal  
Assistant Principal**

**Robert Bickford  
Michael Chouinard**

**Lamprey River Elementary School**

33 Old Manchester Road  
Raymond, NH 03077  
Tel. (603) 895-3117  
Fax. (603) 895-9627

**Principal  
Assistant Principal**

**Bryan Belanger  
Laura Yacek**

The following forms can be found on the Raymond School District website under Documents and Information or at each school office:

- Acceptable Use Procedures – Students (Internet Use Agreement)
- Photographing/Videotaping Consent
- Athletic/Other Activities Transportation
- Athletic Emergency Information/Physical Examination
- Interscholastic Athletics Permission
- RHS Student Parking Permit Application
- PowerSchool Parent Portal Registration
- Use of Epi-Pens
- Use of Inhalers

All District policies can be found on the Raymond School District website at [www.sau33.com](http://www.sau33.com) under School Board Policies or in each school office.

## **RAYMOND SCHOOL DISTRICT MISSION AND BELIEFS STATEMENTS**

### **Mission Statement**

The Mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

### **Belief Statements for the District**

We Believe:

1. Acquiring and applying knowledge and skills is a lifelong collaborative process.
2. Each student must be valued, challenged and encouraged.
3. Each student will excel by engaging in diverse, rigorous and relevant experiences.
4. Innovation in teaching practices is essential to student success.
5. Service to community engenders pride, ownership and sense of belonging.
6. Community support and engagement is essential to students' academic success and personal growth.
7. Students will acquire and apply thinking and problem solving skills that are creative and adaptive for success.
8. We must ensure a healthy and safe environment for all.
9. Our school community values a positive attitude, hard work, high expectations, a shared vision, and effective communication.
10. We are committed to preparing our students to assume their roles as productive, responsible citizens.
11. Strong student-teacher relationships are the foundation of all meaningful learning.
12. Our core purpose is to ensure high levels of learning for all students to foster unlimited opportunities.

## **RAYMOND SCHOOL BOARD MEETINGS**

The Raymond School Board meets regularly during the school year on the first and third Wednesday of the month at 7:00 PM. Members of the public are invited to attend. To place an item on the agenda, please contact the School Administrative Unit at 895-4299 for a request form.



## **IBER HOLMES GOVE MIDDLE SCHOOL HOURS**

Students will be allowed to go to classrooms at 7:35 AM. There is no supervision before that time. The school day begins at 7:55 AM and ends at 2:35 PM. Any students not in their class at 7:55 AM will be considered tardy and must report to the office for a tardy slip. All students are dismissed from their classroom at 2:35. Students waiting for buses remain in the gymnasium until their bus arrives. If you need to pick up your child prior to the end of school, you must sign your child out in the office.

### **Drop-off/Pick-up**

We have three lanes of travel in front of our school; the one closest to the building is for school buses only and two drop off/pick-up lanes through the parking lot. For students being dropped off at school it is safest if they exit/enter your vehicle at or before the crosswalk that leads to the front of the school. Beyond the crosswalk the three lanes of traffic merge into one and we don't feel that it is safe to have students in an area where drivers are focused on merging into a single line to exit the school grounds.

A staff member is always in the parking lot near the bus lane starting at 7:35 in the morning to help ensure student safety as they enter the school. Students who arrive before 7:35 are to come into the school and wait in the lobby. From there they can proceed to their classroom areas once the teachers are in place.

At 2:35 pm dismissal our walkers/bike riders and students being picked up exit the main entrance of the building. We will have three staff members in the parking lot, one in each of the travel lanes to assist with the safe dismissal of our students. All students leaving the building by the front entrance must use the lined crosswalk where we have folks stationed. We welcome you to use both of the pick-up lanes in the parking lot, staying to the right of each lane, and having your students enter your vehicle at or before the crosswalk. Please do not park near the stonewall to pick up your students.

All of our students riding buses exit through the gym entrance of the school to their buses. For students whose buses are not at the school at dismissal we have them wait in the gym on the bleachers with adult supervision until their bus arrives.

When parking at school please use only the designated parking spaces in the parking lot. Please do not park on either side of the exit from the parking lot (no parking alongside either the school or the stone wall).

### **Absences**

Please remember to call us (603-859-3394) when your child is going to be absent and please also send us a note when your student returns so that we can document the absence. We can only excuse those absences that we have a note for which meets the school board criteria for excused absences.

### **Dismissals**

All changes to student dismissal must be made in writing-signature required. NO changes may be made over the phone. Please plan ahead when dismissing students before the end of the day. Please refrain from calling during dismissal time.

## 2017 - 2018 Bell Schedules

All students need to be in their homerooms by 7:55. If later than 7:55, than they will be marked tardy.

5th Grade		6th Grade		7th Grade		8th Grade	
7:35-8:00	Home Room	7:35-8:00	Home Room	7:35-8:00	Home Room	7:35-8:00	Home Room
8:00-8:30	Morning Meeting	8:00-8:30	Morning Meeting	8:00-9:30	Inst. Block	8:00-9:30	Unified Arts
8:30-10:45	Inst. Block	8:30-10:00	Inst. Block	9:30-11:00	Unified Arts	9:30-11:30	Inst. Block
10:45 -11:30	AIB	10:45-12:30	Inst. Block	11:30-1:50	Inst. Block	12:00-1:50	Inst. Block
11:30-12:00	Recess	12:30-1:00	Lunch	1:50-2:35	AIB	1:50-2:35	AIB
12:00-12:30	Lunch	1:00-1:30	Recess				
12:30-1:30	Unified Arts	1:30-2:35	Unified Arts				
1:30-2:35	Inst. Block						

### SNOW DELAY/2 HOUR DELAYED OPENING SCHEDULE

9:55 – 10:10	Home Room
10:10 – 10:50	Block
10:50 – 11:30	Block
11:00 – 11:30	5 <sup>th</sup> Grade Lunch
11:30 – 12:00	8 <sup>th</sup> Grade Lunch
12:00 – 12:30	7 <sup>th</sup> Grade Lunch
12:30 – 1:00	6 <sup>th</sup> Grade Lunch
1:30 – 2:00	Block
2:00 – 2:35	Block

### HOW DO I FIND OUT IF SCHOOL IS DELAYED OR CANCELLED?

In the event that inclement weather may require the school to be delayed, cancelled or dismissed early, the Superintendent will notify the building principals and the television and radio stations listed below. During a delayed opening school will be delayed exactly two (2) hours.

The following television and radio stations will be notified prior to 6:30 AM:

#### Internet

[www.sau33.com](http://www.sau33.com)

[www.wmur.com](http://www.wmur.com)

#### Television Stations

**WMUR**

**Manchester**

**Channel 9**

**RCTV**

**Raymond**

**Channels 22 and 13**

**WBZ**

**Boston**

**Channel 4**

#### Radio Stations

**WZID**

**Manchester**

**95.7 FM**

**WBZ**

**Boston**

**103 AM**

The Raymond School District also activates an automatic call and e-mail notice to notify parents/guardians of school closings, delayed openings and early releases due to weather and any emergency situation. Please be sure to keep us up to date on telephone numbers and e-mail address changes.

### **After School Program - LEAP**

IHGMS has been awarded the 21st Century Community Learning Centers Grant for the 2017-18 school year! Our program, named LEAP, is open everyday after school until 5:45. Our daily schedule consists of a healthy snack; homework support facilitated by certified teachers; enrichment clubs including cooking, science, gardening, crafts, sports, and other fun recreational activities; and general social time with friends. There is a one time registration fee of \$50 which will enroll your student(s) in our program for the entire year! A late bus will be available for an additional \$25 for families that wish to take advantage of this service, which departs the middle school at 5:00. Registration will begin mid-summer. If you have any questions, you can contact Pat Arsenault at [p.arsenault@sau33.com](mailto:p.arsenault@sau33.com) or call 895-3394 ext. 4308

### **End 68 Hours of Hunger**

We are very fortunate to have this volunteer organization in our town that collects food items and provides them to students who otherwise might not have enough food to eat over each weekend. For some, the meals that they receive at school are their primary source of nutrition during the week. End 68 Hours of Hunger helps these students to have something to eat all weekend when they are away from school.

If your child is in need of this service please contact our school nurse for a confidential referral to the End 68 Hours of Hunger program. She can be reached at 603-859-3394, ext. 4186.

Please do what you can to support this very important, locally run organization that supports our students by donating food items and/or cash. They can be reached at

<http://www.end68hoursofhunger.org/find-your-community/new-hampshire/raymond/>

### **Free & Reduced Lunch**

This is a very important program for our school and district. Not only does it provide nutritious meals for our students it is also directly related to federal funding of some of our programs, such as, Title I and the after school program. If you qualify, please be sure to complete the Free & Reduced Lunch forms provided at the beginning of the year or when you enroll your child. Please return them to the school office even if your child does not receive school lunch. If you have any questions, please contact our Food Service Director, Judy DiNatale, at 895-6616, ext. 2345 or at [j.dinatale@sau33.com](mailto:j.dinatale@sau33.com)

## OBJECTIVES OF THE IBER HOLMES GOVE MIDDLE SCHOOL



1. To expose students to a variety of teaching and learning methods;
2. To provide programs and experiences appropriate to the needs, interests and abilities of each student;
3. To provide an environment conducive to the development of a positive self-image while fostering respect for others;
4. To offer experiences for research, creative thinking and problem solving;
5. To give each individual quality educational experiences which will enrich life and provide the tools to become a productive, healthy member of society;
6. To teach students good study habits and organizational skills;
7. To provide students with the knowledge and career awareness necessary for success in their continuing education or vocational choices;
8. To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services and skills;
9. To provide students opportunities for participation in a wide selection of competitive, noncompetitive, group and individual activities based on their interest and abilities;
10. To prepare students to assume their adult roles as active participants in a democratic and multicultural society;
11. To involve students in the development and application of school programs and policies.

## HEALTH SERVICES

A school nurse is in the district each day to serve the needs of the students in case of sudden illness or injury. Immediate first aid will be given with further treatment being the responsibility of parents and/or guardians. Parents or guardians are contacted only if the nature of the illness or injury appears to require further attention. If a parent cannot be contacted, the person designated by the parent on the EMERGENCY INFORMATION CARD will be called. It is important for parents/guardians to keep this information up to date by notifying the school nurse of any changes. (New work numbers and cell numbers.)

### IMMUNIZATION REQUIREMENTS SCHOOL YEAR 2017-18

According to New Hampshire's immunization rules RSA 141:C-20, students must meet DHHS requirements for school attendance. Immunization requirements change from year to year for all school-aged children. The immunization requirements for the 2017-18 school year are posted below. Please contact the school nurse at IHGMS for more information and clarification. School Nurse – 895-3394 ext. 4186

<b>DTaP DT/DTP Tdap</b>	<p><b>6 years and under:</b> 4 or 5 doses of a DTaP vaccine with the last dose given on or after the 4th birthday.</p> <p><b>7 years and older:</b> 3 or 4 doses of a DTaP, Tdap, or Td vaccine with the last dose given on or after the 4th birthday.</p> <p><b>Grades 7-12 :</b> 1 dose of Tdap is required for entry into 7th grade. A Tdap vaccine given on or after the 7th birthday meets the school requirement for Grade 7..</p>
<b>Polio</b>	<p><b>Grades K-5:</b> 3 or 4 doses with one dose on or after the 4th birthday, with the last two doses separated by 6 months.</p> <p><b>Grades 6-12:</b> 3 doses, with the last dose given on or after the 4th birthday or 4 doses regardless of age at administration.</p>
<b>Hepatitis B</b>	<p><b>Grades K-12:</b> 3 doses at acceptable intervals.</p>
<b>MMR</b>	<p><b>Grades K-12:</b> 2 doses required; the first dose must be on or after the 1st birthday.</p>
<b>Varicella</b>	<p><b>Grades K-8:</b> 2 doses or laboratory confirmation of chicken pox disease.</p> <p><b>Grades 9-12:</b> 2 doses, laboratory confirmation of chicken pox disease, or history of chicken pox disease. In all grades the first dose of varicella must be on or after the 1st birthday.</p>

Children must have proof of all required immunizations, or valid exemptions, in order to attend the first day of school. Documentation of immunity by confirming laboratory test results is acceptable.

A child may be conditionally enrolled when the parent or guardian provides:

- (1) Documentation of at least one dose for each required vaccine; AND
- (2) The appointment date for the next dose of required vaccine. (He-P 301.13) [http://www.gencourt.state.nh.us/rules/state\\_agencies/he-p300.html](http://www.gencourt.state.nh.us/rules/state_agencies/he-p300.html)

All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines not administered on the same day should be administered at least 28 days apart.

Medical and religious exemption information is available at:  
<http://www.dhhs.nh.gov/dphs/immunization/exemptions.htm>

Additional information can be found at the following website...  
<http://www.cdc.gov/vaccines/schedules/hcp/child-adolescent.html>.

Questions should be directed to the New Hampshire Immunization Program at 1-800-852-3345 x4482 or 603-271-4482.

All immunizations need documentation to determine that these have been properly dispensed. Without documentation of these vaccines, the student will be excluded from attending school. A record of acceptable immunizations must be submitted to enroll a child in school, unless there is a *notarized exemption* for religious reasons. For further information please contact the school nurse.

The school nurse offers the following services:

- Medical referrals and follow up;
- Vision and hearing screens;
- First aid;
- Immunization review and referral;
- Height and weight measurements;
- Administration of medications
- Special procedures such as: blood glucose monitoring, peak flow
- Individual health counseling;
- Tobacco cessation counseling.
- Maintain and update student health records.

### **COMMUNICABLE DISEASES**

All communicable diseases should be reported to the nurse so the school may respond appropriately. All information will be kept confidential. (ex: lice, strep, or rashes).

### **ADMINISTRATION OF PRESCRIBED MEDICATION IN SCHOOL**

Any pupil who is required to take, during the school day, a medication which is prescribed by a licensed physician, advanced registered nurse practitioner, or licensed physician's assistant, must have a written statement from that practitioner and written authorization from the parent and/or guardian. A form is available from the school nurse. A parent, guardian, or a parent/guardian designated responsible adult shall deliver all prescribed medication to be administered by school personnel to the school nurse.

### **ADMINISTRATION OF NON-PRESCRIBED (OVER-THE-COUNTER) MEDICATION IN SCHOOL**

In situations where non-prescribed medication needs to be given at school, parents/guardians must complete an authorization form (on the school website or from the school nurse). All non-prescribed and prescribed drugs must be brought by a parent/guardian to school in their original container and given to the nurse with written authorization.

Medications either prescribed or not, will not be administered without the appropriate forms completed and given to the school nurse. Students may not take any medications, whether prescribed or not, without supervision and assistance as described above. Students possessing medications without appropriate forms will result in school disciplinary action.

If the school nurse is not available, the following option shall apply: The building principal or designee may assist students in taking requires medications by making such medications available to the student as needed and by observing the student as he / takes or does not take his/ her medication.

## PERMISSION TO SELF-CARRY\SELF-ADMINISTER MEDICATION

If your child needs to self-carry and/or self-administer a medication (ex. Asthma Inhaler and/or Epi-Pen®) while at school, a permission form needs to be completed. Please contact the school Nurse if any of the following forms are needed for your child. (They are included with the first day of school packets).

Authorization to Administer Medication During School Day

Administration of Non-Prescribed Medication in School (over-the-counter)

Use of Inhalers

Use of epi-pens

## MEDICATIONS FOR FIELD TRIPS

The Raymond School District stresses the importance of Field Trips as a means of helping students to learn as much as possible about the world in which we live. In order to keep students safe at school as well as when they are away from school, arrangements need to be made by the parent/ guardian with the school nurse prior to the field trip. Please contact the school nurse at 895-3394 x 4186 re: inhalers, epi-pens, and prescription medications that need to be sent along with your child.

## INSURANCE

All students are offered a School Accident Insurance Plan at a special student rate. This year ISI is GOING GREEN, and will not be mailing enrollment forms and brochures to our District. Please visit their website [www.isi1959.com/student\\_accident.html](http://www.isi1959.com/student_accident.html) to access forms. Since the school itself does not carry insurance for students involved in athletic programs, WE VERY STRONGLY URGE THAT ALL ATHLETES BE COVERED UNDER SOME KIND OF ACCIDENT INSURANCE.

## PHYSICAL EXAMS

In accordance with the Raymond School District Wellness Policy – JLCG, all students in 5<sup>th</sup> and 9<sup>th</sup> grade are required to present a physical to the school nurse. This physical must be less than a year old at the start of the school year in August in order to comply with the new policy.

As per the policy:

“A physical exam is required for all students entering a new school within the District: K, 5, 9<sup>th</sup> grade. Only those students who wish to participate in interscholastic (competitive team) sports will need an annual physical exam at the high school level. This enables more students the opportunity to participate in intramural sports and not be omitted from participation due to lack of necessary physical.”

Please schedule your child’s physical as soon as possible as these appointments fill up fast. Do not hesitate to call the school nurse if you have any questions or concerns.

(IHGMS School Nurse Monique Gauthier: 895-3394 x4186)

Physical Examinations (Raymond Policy JLCA) - Each child shall have a complete physical examination within a one-year period before first entry to the Raymond School District, and for students entering grades K, 5, and 9. However, no medical examination shall be required of a child whose parent or guardian objects thereto in writing (notarized) on the grounds that such medical examination is contrary to his/her religious tenets and teachings.

parents/guardians of students transferring to the District must present proof of meeting the immunization requirements at the time of enrollment, and a physical examination / appointment within thirty (30) days of entrance. Failure to comply with this provision may result in exclusion from school for the child.

Physical Education Participation / Athletics (Raymond Policy JLCA) - Students must have a valid physical on file in the nurse's office in order to be able to participate in athletics for that school year. Students must present evidence of a physical exam from his or her own physician. Any injured student excused from athletic practice for three or more days while under a physician's care must provide written authorization from a physician to the coach in order to resume practice.

No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents/guardians , subject to School Board approval, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the nurse upon the request of the parents/guardians .

## **DISCIPLINE**

### **DISCIPLINE PHILOSOPHY**

We expect students to:

- Show respect for themselves, others and their environment
- Demonstrate that the primary purpose of school is to receive an education
- Attend school daily, be punctual
- Display courtesy to others at all times
- Behave in a socially acceptable manner at all times
- Recognize that control for misbehavior rests within the individual and that there will be consequences for those who do not meet those expectations.

We use Responsive Classroom and positive behavior strategies to encourage our students to behave respectfully. Students will be acknowledged for meeting positive behavior expectations through a system of rewards and community recognition.

### **DISCIPLINE CODE**

Whenever a student is referred to the administration for alleged misconduct, the student will always be given the opportunity to express his or her opinion, ideas and feelings about the situation. In cases where there are presentations of different facts from the two parties, an adequate investigation of the incident will be conducted by the administration. Should disciplinary action seem warranted, the guidelines, which follow, will be used. It should be emphasized that each situation will be dealt with on an individual basis and that the guidelines are flexible.

### **MISBEHAVIORS**

1. Inappropriate behavior, which may include the following:
  - A. Swearing
  - B. Disrespect to others
  - C. Gum chewing/candy/food
  - D. Tardy
  - E. Forgery
  - F. Misbehavior in In-School Restriction
  - G. Cheating
2. Inappropriate behavior at school sponsored events (dances, athletic games, field trips, assemblies, etc.)
3. Taking people's property without permission (lunches, pens, books, clothing, bicycles, etc.)
4. Destroying or damaging school property of other people's property
5. Fighting
6. Harassment and/or bullying of others, which may include the following:
  - A. Persistent teasing
  - B. Threatening
  - C. Intimidation



- D. Stalking
- E. Aggressive behaviors
- 7. Substantiated Sexual Harassment
- 8. Truancy
- 9. Leaving school grounds without permission
- 10. False fire alarm
- 11. Dress code violations
- 12. Bringing and/or selling inappropriate items in or to school.
- 13. Gambling activities
- 14. Possession, transfer, sale or use of alcohol, drugs, tobacco products, fireworks, knives or other weapons

### **STUDENT CONDUCT**

**Alcohol/Drugs** - Students are prohibited from possessing, distributing, selling, being under the influence of, or using alcohol or drugs, or knowingly being in the presence of students who are possessing, distributing, selling or using alcohol or drugs on school property, at any school-sponsored or approved function or activity, or in vehicles used to transport students to and from school activities. Students are also prohibited from possessing, distributing, selling, or using any type of drug paraphernalia on school property, at any school sponsored or approved function or activity, or in vehicles used to transport students to and from school activities. Possession includes but is not limited to having control over the drugs or alcohol during any part of the school day or while on school property; or storing drugs or alcohol anywhere on school property whether in the student's locker, any other student's locker, or any place on school grounds. Any student who violates the drugs and alcohol policy shall be disciplined with potential expulsion from school.

#### **Bullying and Harassment**

**Bullying** is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner.

**Harassment** is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive academic environment; (2) has the purpose or effect of interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's work or academic performance.

\*Incidents of bullying and harassment must be reported to building principal immediately. See Policy JICDA - Pupil Safety and Violence Prevention Policy: Bullying & Cyberbullying, and Policy JBAA - Sexual Harassment – Students.

**Bus Conduct**- As expected in school, students must behave while riding on school buses. Violators are subject to school discipline as well as suspension of riding privileges. Repeated problems may result in permanent removal from riding the bus. For further information on student transportation regulations, please refer to the Raymond School District Transportation section of this handbook.

**Contraband**- Any devices that are considered a nuisance or a distraction will be confiscated during the school day.

**Cheating** - It is expected that all students perform their responsibilities in an honorable fashion. Cheating, unauthorized assistance on exams, quizzes, projects, etc., will not be tolerated. A parent/guardian will notified of any student found cheating. Violations will result in school disciplinary actions.

**Hallway/Bathroom Conduct** - Use of hallways/bathrooms during class periods without a pass is prohibited. Violations of this will result in school disciplinary action.

**Disrespectful Treatment** - Students shall refrain from intentionally inflicting or attempting to inflict injury or discomfort on another person through words (threats, taunts, teasing, and/or name calling), or actions (hitting, pushing, kicking, pinching or restraining with physical contact) or other methods such as obscene gestures. Students shall also refrain from verbally encouraging another student to fight or to injure another person. Violations of this will result in school disciplinary action. Fighting and assaults will result in a suspension of 1-10 days.

**Prescribed/Over Counter Drugs** -Students are prohibited from taking prescribed and over the counter drugs while in school except as administered by the school nurse. Students are further prohibited from using over the counter drugs such as caffeine pills or other mood or performance enhancing drugs or from being under the influence of these drugs while on school grounds or while attending school activities. Any violation of this policy may result in a suspension up to 10 days with potential for expulsion. Law enforcement officials will be notified. (Note: All school violations are documented on the student's discipline record).

**Flight From Investigation** – Any student avoiding investigation will be assumed guilty of the charges being investigated. Penalties up to and including expulsion may occur.

**Forging**- Forging of any school forms (passes, notes, report cards, progress reports, etc.) is not tolerated and will result in disciplinary action.

**Gambling** -No gambling on school property.

**Gum Chewing** -Gum chewing will not be allowed in the building, unless documented in a student's individualized education plan (IEP).

**Insubordination & Profanity** -Insubordination and profanity will not be tolerated in the Raymond School District. Students being insubordinate or using profanity will be referred to the office for disciplinary action. Insubordination is defined as:

1. Use of rude or inappropriate language directed to school personnel or any other person of authority.
2. Refusal to follow a reasonable teacher or administrator request. Some examples are:
  - a. refusal to identify oneself;
  - b. not changing seat when directed by a staff member;
  - c. refusing to leave a classroom promptly when asked;
  - d. rude or disrespectful behavior.

Students are expected to use appropriate conduct and language both in the classroom and in the corridors while at school.

**Loitering** - Students not participating in sanctioned after school activities are not allowed in the school building after bus dismissal.

**Personal Conduct**- Public displays of affection (i.e. kissing, hugging) are not permitted on school property. Violations will result in disciplinary action and parental notification. Any student who is committing a sexual act or displaying indecent exposure on school property will be strictly disciplined by administration. Such acts may result in out-of-school suspension.

**Plagiarism** - Plagiarism is “borrowing someone else's ideas, information or language without properly documenting the source,” as well as documenting the source but paraphrasing the source language too closely, without using quotation marks to indicate that the language has been borrowed” (Diana Hacker, The Bedford Handbook for Writers). Plagiarism includes taking work from the books, magazines, or other published sources, the Internet, song lyrics, charts, equations, translations, and the works of other students. Plagiarisms also include using a work in its entirety or in portions extracted from the original text. Plagiarism will not be tolerated. It is intellectual thievery. Students who plagiarize jeopardize their academic standing, their grade for the marking period or entire course, and their personal reputation. Plagiarism may affect their opportunities for

scholarships and invitations to honor societies. After verifying that the student has plagiarized, the teacher will notify the parents/guardians and administration of the incident.

**Sexual Harassment** - 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. See Policy JBAA – Sexual Harassment - Students

**Smoking** - Raymond School District students are not permitted to smoke or possess tobacco products in the building on the school grounds or on school buses. Any student bringing tobacco products into school will have them confiscated. Any violation of this policy may result in a suspension up to 10 days with potential for expulsion. Law enforcement officials will be notified. (Note: All school violations are documented on the student's discipline record).

**Snowball Throwing** - This can be dangerous. Violations will result in school disciplinary action.

**Stealing** – Stealing is a serious offense. Violations of this will result in school disciplinary action.

**Tardy** – Students arriving after 7:55 will be considered tardy. (See in-house tardy policy, p. 19.)

**Vandalism/Misuse of School Property** - Willful destruction, loss of, or misuse of school property (books, walls, desks, chairs, etc.) is prohibited. Those apprehended will pay for the damage and face serious consequences for their actions. Pulling a fire alarm and causing a false fire alarm is a civil offense and will be referred to the Raymond School District Administration and to the Raymond Police Department. Violations of this will result in school disciplinary action.

**Violations of the Acceptable Use Policy** - Inappropriate use of the various technology resources available to all authorized students of the Raymond School District including, but not limited to, the Raymond School District computers, network, electronic mail system (e-mail), website (homepage) and Internet access.

**Weapons** - Weapons, such as knives, guns, fireworks, electronic shocking devices, ammunition, brass knuckles, pepper gas, mace, etc. are not to be brought to school. Whether or not one is legally permitted to possess a firearm, any firearm will be strictly prohibited from school property. Furthermore, anything that looks like a weapon will be treated as a serious infraction of school rules. Students in possession will have the weapons confiscated, parents/guardians notified, and serious disciplinary action will ensue. Students are further reminded that ALL THREATS, regardless of how they are made (i.e., in a joking or serious fashion) will be taken seriously by the administration. Any violation of this policy may result in a suspension up to 10 days with potential for expulsion. Law enforcement officials will be notified. (Note: All school violations are documented on the student's discipline record).

## **DANCE/SOCIAL GUIDELINES**

1. Chaperones must be at least twenty-one years of age.
2. Chaperones must arrive at least 15 minutes before the dance/social is scheduled to begin.
3. Chaperones who have not been released by the activity coordinator must remain at the activity until it is over and plan to leave, as soon as, but not before, the building is cleared of all students and/or all students have left school grounds.
4. Chaperones should be present in the cafeteria/gym at all times, unless they are checking the halls, restrooms, grounds etc.
5. All decorations, materials, and equipment used at the dance/social must be removed from the cafeteria/gym at the conclusion of the event.
6. The amount of acceptable lighting will be determined by the chaperones.
7. No students whom the chaperones suspect of drinking alcohol, smoking, or using illicit drugs will be admitted to the dance/social and the chaperones shall notify the Police.
8. In order to be permitted to attend dances that are sponsored by the Raymond School District, a student must be a Raymond resident who is currently enrolled in the Raymond School District, home schooled, attending a private a school, or a student placed out-of-District. Students who wish to attend dances/socials must be registered by their parents/guardians 7 days in advance of the dances/social. Registration will include parental/guardian permission, emergency contacts, and validation of school enrollment such as student ID or a signed letter from the student's school principal, assistant principal or guidance counselor. Dance/Social coordinators and/or chaperones will be given a list of registrants prior to the dance/social. A Dance/Social Permission and Emergency Contacts form is available in the front office.
9. Students must be attired in accordance with the school's grooming and dress code to be admitted to the dance/social.
10. Students must arrange in advance for their transportation. Students must be picked up within 15 minutes after the dance/social ends, or they cannot attend the next school sponsored dance/social.
11. Students will not be permitted to leave prior to the conclusion of the dance except in cases of emergency.
12. No persons from the school or elsewhere are to be allowed to loiter outside the school during a school dance/social.
13. Restrooms must be checked regularly by the chaperones during the evening. No students should be allowed to loiter in the restrooms during a school dance/social.
14. Food and drinks will be allowed only in approved areas as designated by the chaperones.
15. Students will not be allowed to exhibit excessive or inappropriate displays of affections. Chaperones will enforce this rule.
16. It is expected that all students will observe the rules of good conduct and courtesy at all times.
17. Students will not be admitted into the dance when there is less than 1 hour remaining.
18. Students who are suspended out-of-school, serving in-school restrictions Thursday or Friday or who have been dismissed by the nurse, will not be allowed to attend a dance on Friday.

## STUDENT DRESS AND GROOMING

All students are expected to be neat and clean and to be dressed in clothing appropriate for school and the weather. Proper attire means clothing free of rips and holes that expose the student in areas that otherwise would be in violation of the student dress expectations. Clothing should never be a disruption to an orderly learning process. All students must wear appropriate footwear that is not dangerous or harmful. Students should avoid wearing black-soled hiking boots since certain types do mar the floor surfaces.

The following articles are specifically forbidden:

- 1) Skirts, "cut-offs", basketball/tennis shorts, dresses which are hemmed at a point higher than mid-thigh, that are shorter than fingertip length . (Therefore, it is appropriate to have clothes hemmed at a point between mid thigh and knee.) "Bermuda length" shorts are allowed to be worn. Spandex (or similar material) shorts or pants will only be acceptable when worn with outerwear that meets all other requirements.
- 2) Half-shirts, spaghetti strap tops, bare midriff, or halter-tops, including fishnets and tank tops; (Sleeveless blouses must have straps 2 inches or more in width.)
- 3) Muscle shirts worn without another shirt underneath;
- 4) Clothing or jewelry that promotes the use of drugs, alcohol or tobacco;
- 5) Clothing with abusive or suggestive language or symbolism or clothing with obscene or profane language and/or pictures;
- 6) Chains, spikes, studs or accessories that could be injurious to oneself or others;
- 7) Headwear, including but not limited to hats, hoods and bandanas cannot be worn to cover a student's head;
- 8) Footwear must be safe. Hazardous footwear, such as rolling footwear, bedroom slippers, or flip flops, cannot be worn;
- 9) Pajamas/sleepwear/ lounge pants;
- 10) Any article of clothing which exposes undergarments.

Raymond School Policy-JICA - When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

Infractions of the Dress Code - Students will secure a change of clothing from the school nurse or from home. If unable to secure a change of clothing, parents/guardians will be contacted and students sent home. If subsequent infractions occur, further disciplinary actions will be taken.

While the dictates of fashion may pressure students to wear certain items of clothing, these items may in fact be disruptive in a school setting or present a safety concern. The administration will issue directives on inappropriate apparel as the need arises. Families are urged to assist the school in monitoring the clothing which students wear to school. We must strive to maintain an appropriate educational environment that is neither offensive nor distracting. The enforcement of the above regulation is at the discretion/interpretation of the building principal.

## CONSEQUENCES

Depending on the severity and frequency of the listed infractions, any of the following consequences may result:

Verbal Reprimand Time-out Parent Notification Mediation/Counseling Confiscation Restitution In-School Restriction	Lunch/recess Detention Exclusion from School Activities Out-of-School Suspension Police Notification Parent Pick Up of Student Community Service After School Detention	Loss of Privileges Student/Parent/Administration meeting Hearing with Superintendent and School Board Expulsion
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### Cell Phone Violations

**First Offense:** Cell phone will be confiscated and placed in the front office. Students may retrieve the phone at the end of the day.

**Second Offense:** Cell phone will be confiscated and a parent or guardian will need to come to the school to pick it up.

**Third Offense:** The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal office. At the principal's discretion, the student may receive detention or in-school suspension See Phone Use on p. 35.

Those students who have signed BYOD (Bring Your Own Device) contracts for permission of devices during teacher led classroom activities face the following consequences:

### **Infractions and Consequences:**

1. The first infraction shall result in loss of the privilege of using the device at school for a minimum of one school day. The device may be examined by the District's IT department. Any confiscated device will be held in the school's main office, where it can be retrieved by the student at the end of the school day.
2. The second infraction shall result in loss of the privilege of using the device for a minimum of 5 school days. The device may be examined by the District's IT department. The parent/guardian will be required to pick the device up at the principal's office.
3. The third infraction will result in permanent loss of privileges for the remainder of the year. The device may be examined by the District's IT department. The parent/guardian will be required to pick the device up at the principal's office.

**In-School Restriction** - Serious misbehavior, which does not warrant a suspension, can be punished by imposition of an in-school restriction. The child remains in school but is isolated from classmates, given schoolwork to do, and is denied participation in all class activities and after school functions. parents/guardians will be notified by letter and phone. Students who normally purchase a hot lunch will receive a bag lunch from the cafeteria.

**Police Interrogation & Investigation** - It is the desire of the school District to cooperate fully with all law enforcement agencies in the community. When law enforcement officials find it necessary to interview students during the day, they will contact the student only through administration. All interviews with students at school, by officers of the law, will be conducted in a private office with an administrator present. Parents/guardians will be notified of all interviews. In the event it becomes necessary to interview the student away from school, either the police or a member of the school staff will notify the parents/guardians of the time and place of the interview. (RSD File: LDAJA). Occasionally, a principal may find it necessary to call the police department for assistance in handling a pupil guilty of some serious offense committed at school. In such cases, the principal will either prior to or immediately after contacting the police, attempt to contact the student's parents/guardian. The School Resource Officer (SRO) routinely makes inquiries regarding discipline.

**Searches of Students and Lockers** - A student's person and/or personal effects (i.e. book bag, purse, etc.) may be searched when the principal, assistant principal or other designated person has reasonable suspicion to believe that the student has violated or is violating either the law or the rules of the school. School lockers, although temporarily assigned to individual students, remain the property of the school District. The school District has a reasonable and valid interest in ensuring that lockers are properly maintained. For this reason, the periodic inspection of lockers is permissible to check for cleanliness and vandalism. In addition, a student's locker may be searched when the principal, assistant principal or other designated person has reasonable suspicion that the locker may contain items that have violated or are violating either the law or the rules of the school.

### **IN-HOUSE TARDY POLICY**

A student arriving to school after 7:55 is considered tardy.

Students tardy to school will be subject to the following per quarter:

- On the 4<sup>th</sup> day of tardiness a student will receive a Detention.
- On the 7<sup>th</sup> day of tardiness a student will receive a Half Day of In-School Restriction.
- On the 10<sup>th</sup> day of tardiness a student will receive a Full Day of In-School Restriction.
- 10+ days of tardiness will result in a detention for each subsequent day of tardiness.

### **TRUANCY**

The School Board considers more than four (4) absences, excused or unexcused, per marking term to be excessive. Students who are absent more than four days in any marking quarter will have a letter sent home informing the parent(s)/guardian(s) that the school considers the student's absences as excessive and requests that a parent(s)/guardian(s) call the school to provide pertinent information relative to the student's absences. The letter will inform the parent(s)/guardian(s) that the student has been referred to the Student Intervention Team (SIT) due to excessive absences.

- When a student reaches five (5) unexcused absences, a letter will be mailed requiring the parent(s)/guardian(s) to come in to meet with the SIT team for a truancy intervention. During this meeting following will take place, but may not be limited to:
  1. An Investigation as to the cause(s) of the student's truant behavior.
  2. Consideration, when appropriate, modification of the student's educational program to meet particular needs that may be causing the truancy.
  3. The development of a plan designed to eliminate the truancy.
  4. Determine if there is a need for alternative disciplinary measures related to the student's truancy but still District retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline.
- If after the intervention meeting has been held and an agreed upon plan to reduce truancy has been developed and the student's truancy continues, a second letter the parent(s)/guardian(s) will be

required to meet with the SIT team to review, and amend if needed, the plan designed to reduce truancy.

- If after the second parent(s)/guardian(s) meeting with the SIT team the student's truancy continues, then the student's truancy case will be given to the School Resource Officer to implement the provisions of RSA 189:36:
  - Truant officers shall, when directed by the school board, enforce the laws and regulations relating to truants and children between the ages of 6 and 18 years not attending school or who are not participating in an alternative learning plan under RSA 193:1, I(h); and the laws relating to the attendance at school of children between the ages of 6 and 18 years; and shall have authority without a warrant to take and place in school any children found employed contrary to the laws relating to the employment of children, or violating the laws relating to the compulsory attendance at school of children under the age of 18 years, and the laws relating to child labor.
- If a student is determined to be truant and the parent(s)/guardian(s) fail to meet with the SIT team in at an agreed upon time and date, then the principal will refer the student's truancy case to the School Resource Officer.

Based on Raymond School Board Policies JH - Attendance & JHB – Truancy. The Board considers the following to be excused absences:

1. Illness (Physician statement required for more than 3 consecutive days)
2. Recovery from an accident/natural disaster
3. Required court attendance
4. Medical and dental appointments
5. Death in the family
6. Observation or celebration of a bona fide religious holiday
7. Approved school activity
8. Individual Education Program/Alternative Education Program
9. College visitations

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

Taking children out of school for family vacations is strongly discouraged and will be recorded as unexcused absences.

In the event of an illness, parent(s)/guardian(s) must call the school and inform the District of the student's illness and absence. Parent(s)/guardian(s) must provide written notice or a written excuse that states one of these reasons for non-attendance within 2 days of the student's return. The Principal may require parent(s)/guardian(s) to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

### **PROGRESSIVE DISCIPLINARY ACTIONS**

1. Loss of Passes - Students will lose the opportunity to access hall passes if they abuse or forge passes.
2. Detention - Detentions will be served during lunch and/or recess for minor misbehaviors. parents/guardians will be contacted when a detention has been served.
3. In-School Restriction - Students will be placed in In School Restriction for misbehaviors resulting in the need for the student to be removed from a classroom. The administration will attempt to contact parents/guardians when a student is placed in the In-School Restriction Room. Students must bring their textbooks and assignments to the room and are expected to work on academic assignments



during their stay. Faculty will work with the In-School Restriction supervisor to ensure that students have all assignments for the day. In the event that school is cancelled, the student will serve the following day. Students are expected to follow ISR rules including:

- a. Arrive at ISR room punctually.
- b. Bring all books, homework, projects and assignments.
- c. No talking or sleeping in ISR.
- d. Eating or drinking is only allowed during lunch.
- e. All work must be turned in to the ISR supervisor.
- f. Students are not to leave the ISR without permission from a building administrator.

4. Out-Of-School Suspension - is generally considered to be a last resort in terms of dealing with student behavioral problems. A student under suspension is not to be in the school building or on school property unless that person has the permission of an administrator. A student on out-of-school suspension will not be permitted to participate in any school activities during the course of the suspension. Students are expected to do make-up work during suspension. Any student receiving three (3) suspensions will automatically be referred to the Superintendent of Schools in writing for possible further action. It is hoped that Raymond School System will be a reasonable place for everyone to obtain the best education possible. School cancellations due to weather or any other circumstances are not included as a suspension day. All suspensions are unexcused absences unless otherwise stated by the superintendent or his/her designee. Some examples of infractions that result in OSS are: leaving school without permission, assaults, harassments, vandalism, and swearing at a school employee.

5. Expulsion – The Raymond School District may consider a student for expulsion from school for :

- gross misconduct
- neglect or refusal to conform to the reasonable rules of the school
- an act of theft, destruction, or violence as defined by RSA 193:13
- assaulting a school employee
- unauthorized use or possession of drugs or paraphernalia.

\*See RSA 193:13-Suspension and Expulsion of Pupils

## **SOCIAL PROMOTION**

The philosophy of social promotion will not be followed in the Raymond School District. Students will be encouraged and supported by the schools to achieve success. Students will earn promotion. All decisions on promotion will be made on an individual basis.

## **GRADING**

### **IHGMS Grading Procedures**

The Raymond School District is pleased to inform you that in our continuing effort to provide instant and up-to-date information to parents/guardians , all progress reports, report cards and other student information will be distributed via our online student information system.

Information on how to create a PowerSchool Parent Portal account has been mailed home over the summer. All parents/guardians must have an account to receive report cards, progress reports, bulletins, and other important information. If you need assistance with creating a Parent Portal account or assistance with accessing the information in your Parent Portal, please contact the school.

IHGMS uses a standards based approach to grading and reporting. The purpose of grade reporting is to communicate information about levels of student achievement on specific learning goals which are our standards. Standards describe what students should know and be able to do in each subject area at each grade level. Standards based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area. The guiding document is the Common Core State Standards.

Standards based reporting shows teachers, parents/guardians and students the level of progress with specific skills and concepts within the subject area. This approach provides parents/guardians and students with more detailed information about specific areas of strength as well as those areas that may need further study and support.

Our reporting practices are guided by the belief that achievement should be used to communicate levels of student performance on specific learning goals. Behaviors, including but not limited to effort and participation, will no longer influence a student's academic achievement. Student achievement and academic success are essential and through the revised grading practices will be more fair, consistent, and fluid across grade levels. Standards based grading provides clearly defined learning targets and specified levels of achievement.

### Key Terms:

- **Standard** is a statement that identifies what students should know and be able to do at the end of the year.
- **Assessment** is the ongoing process of describing or gathering data about student performance in order to document student progress toward meeting a standard.
- **Performance levels** are used to evaluate and report what students know and are able to do.
- **Rubric** is a tool used to score or rate students' performance on tasks. It generally consists of a fixed measurement scale, a set of clear criteria, and performance descriptions for each criteria on each level of the scale.

### Grading Scale:

A+	97 & above	B+	87-89	C+	77-79	D+	68-69	F	50-64
A	93-96	B	83-86	C	73-76	D	66-67	I	(No Score)
A-	90-92	B-	80-82	C-	70-72	D-	65		

The Raymond School District uses a fifty point scale, 50 - 100, to score all assessments.

**Formative Assessments & Formative Practice**, also known as practice and preparation, are assessments for learning. These assignments inform teachers, students and parents/guardians of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assignments that fall into this category include but are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Entrance/exit slips
- First drafts of writing assignments
- Graphic organizers and brainstorming
- Informal observations of student work
- Pre-tests
- Other class work not listed

**Summative Assessments** are assessments of learning. These assessments allow teachers to measure the level of student achievement of a standard(s). The types of assessments that fall into this category include but are not limited to:

- Tests
- Projects
- Presentations
- Performance Assessments
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

Formative assessments will not be used to determine student performance levels. Summative assessments will be used to determine student attainment of grade level standards, as well as exceeding those standards.

Formative assessments will be 10% of the final grade and summative assessments will be 90% of the final grade. Formative practice will not be graded but will be marked "Collected" or "Missing" in the teacher grade book.

Formative assignments (assessments and practice) are not optional assignments and need to be completed by the students to the best of their ability. These assignments are meant to provide students with the practice so that they can master the knowledge and skills of the content that is being shared with them. Formative assignments are also indicators to the students and their teachers of where the students are at in the learning progression toward mastery of the concepts and skills being learned.

If students do not complete the formative assessments and practice assigned to them they may be assigned to complete that work prior to participating in other activities. Possible consequences to not completing missing work in a timely manner may include, but not limited to, loss of privileges, being assigned to missing work sessions during Academic Intervention Block (AIB), and/or being assigned to in-school restriction until the work is completed.

The percentage scores and letter scores will appear in the Parent Portal of PowerSchool. All grade reporting will be done online via PowerSchool.- NO HARD COPY OF PROGRESS/REPORT CARDS WILL BE AVAILABLE unless requested by the parent. All parents/guardians will be provided with a Username and Password to access PowerSchool Parent Portal at the beginning of each school year.

### **IHGMS Summative Retake Procedure**

The purpose of having students retake summative assessments is for them to have the ability to demonstrate mastery of the knowledge and skills being assessed.

Students who have a score of less than a C- (<70%) will be required to follow the retake procedure. Students who are required to do a retake will also be required to complete all of the formative practice and assessments accurately prior to the retake. The teacher may also require additional formative work prior to the retake. parents/guardians , and case managers if applicable, will be notified when a student is required to do a retake.

Students who have a score >70% may have the opportunity to request a retake. The procedure for a requested retake is:

1. A student must request a retake of a summative within five school days of receiving a scored summative assessment back from the teacher.
2. The student requesting the retake must schedule a meeting with the teacher to plan for the retake.
3. A student may be required to complete missing formative assessments prior to the retake. Additional practice may be assigned.

**Honor Roll** - The honor roll is computed at the end of each quarter. All courses count toward computing the honor roll. An overall grade average of B or higher is required to make the honor roll. An honor roll student may receive only A's and B's in each grading period. Students who receive all A's are recognized by receiving high honors.

Students who complete all of their assignments to the best of their ability on time but do not have the scores to be on honor roll will be recognized for being responsible learners.

**Homework**- Homework is a necessary part of the educational program, which reinforces student learning. Most classes will require homework assignments. When a student is absent, parents/guardians may call the school to request homework. Allow 24 hours notice.

Homework is an important part of a student's education.

Common types of homework assignments include, but are not limited to, drill exercises, compositions, various written reports and assigned readings. The amount of homework to be given will depend on the grade level. Failure to complete homework in a timely manner can result in consequences from a teacher and/or

administrator. Student homework papers should be checked for spelling and grammar. Homework must be passed in on time and neatly written. The following homework guidelines are meant to assist parents/guardians in working with their children. If you should have any questions relative to these guidelines, please call your child's teacher for further explanation.

Each teacher or team of teachers may have a differing policy about accepting late homework assignments. This policy should be sent home in a notice at the beginning of the school year. It is a student's responsibility to make arrangements for make-up work with each teacher.

**Grade 5:** Homework usually will not exceed 1 hour per night with the exception of long-term projects, multiple day assignments and suggested home reading.

**Grade 6:** Homework usually will not exceed 1 hour and 15 minutes nightly. Homework is given to reinforce skills taught in class, to complete projects related to subject areas, and to study for tests and quizzes.

**Grade 7 & 8:** Students in grades seven and eight are assigned homework that provides an opportunity for students to review, explore and apply previously learned and new information. Homework may consist of assignments such as reading, studying for a test or working on a long-term project in addition to writing and practice on mathematics computation. parents/guardians should expect that their children will receive homework every night that usually will not exceed 1 ½ hours.

#### **Make-Up of Work Following Student's Absence**

1. The actual make-up period will vary at the discretion of the teacher, but shall not be less than the number of days for which the student was absent.
2. Students will be encouraged to collect work before an absence when it can be anticipated.
3. Work provided for a student prior to an absence is due upon the student's return to school.

**Incomplete Grades** - Students may be eligible to receive an incomplete grade if the student has missed school excessively during that marking period due to illness or for other administratively excused absences. Students may also be eligible for an incomplete grade based on considerations put forth in their IEP or 504 plan. Teachers will make all decisions related to incomplete grades based on the best educational interests of the student. Faculty members will be in dialogue with the administration about students whose eligibility for receiving an incomplete grade is questionable. A student who is absent is expected to make up all work. Normally, the make up period will not exceed the length of the absence. If a student has received an incomplete for a grade, all work must be submitted to the teacher and a final grade must be submitted to the school office no later than two weeks after the close of the quarter.

**Summer School**- Only those completed, year long courses that a student has failed can be taken in summer school.

- Students who fail 1 or 2 core academic classes for the year are eligible for summer school.
- Any student enrolled in summer school will need to have a passing grade to move to the next grade.
- Any student who fails 3 or 4 academic classes will not proceed to the next grade.
- Costs related to the enrollment in summer school are the responsibility of the student and/or his/her parents/guardians .

## **IHGMS Academic Intervention Block (AIB)**

### **What is AIB?**

- AIB stands for Academic Intervention Block.

### **What is the goal of AIB?**

- The primary goal of AIB is to provide academic interventions, supports and enrichments for students within the school day.

### **What are the details of AIB?**

- The AIB block meets every day for 45 minutes.
- Students are assigned to an AIB advisor for the year.
- The first day of the week is a Planning Day. Students will report to the AIB advisor the first day of each week during homeroom for attendance and AIB scheduling for the week.
- AIB advisors will email their students their AIB schedule for the week.
- Students will report to their assigned AIB rooms throughout the week during AIB..

### **AIB Planning Day**

- Planning Days are usually Mondays during homeroom. Should a holiday or inclement weather day happen to occur on a Monday, Planning Day will take place on Tuesday.
- Students report to their AIB rooms for attendance, and review academic progress with their advisor. Prior to meeting with their AIB advisor students will complete their weekly AIB Conference Sheet. Students will need to review their PowerSchool information to record what formative and summative assessments that they have missing, need to make up, etc. as well as to record their current academic standing for each course that they are enrolled in. Students will also identify their first, second, and third choice for AIB placement for each day of the week.
- Academic teachers may "pre-book" students for AIB and students are expected to attend. These bookings will take priority over student preferences.
- AIB advisors may book students for academic interventions based on student performance indicated in PowerSchool. These advisor bookings will take priority over student choices.
- After students review pre-bookings, they may request to be booked for specific skills reinforcement, extra help, or choose a location to spend their time in during the Intervention days.
- Students will record their destinations in their Agenda Books or other appropriate tracking method such as their electronic calendar. Advisors will email each student their AIB schedule for the week at the completion of AIB planning period.

### **AIB Intervention Days**

- These are the days during which AIB interventions actually take place (normally Mondays through Fridays during AIB period).

### **What type of things can I do during AIB Intervention Days?**

- Subject Specific Extra Help. Classroom teachers will provide assistance to assigned students by re-explaining concepts, clarifying course expectations, providing time to make up work, quizzes, or tests, and/or following up.
- Targeted Intervention Centers. Students who are identified with skills deficits will spend their AIB period engaged in learning designed to assist them in strengthening those skills. The remaining days of the week may be spent in any of the other activities described in this section. Targeted Intervention Centers can be with a case manager, reading specialist, etc.
- Computer Resource Centers. Computer areas are available for student access. One lab will be designated for each grade level to use.
- Quiet Guided Study - For students who are not in need of academic intervention may request to be assigned to the cafeteria to work or read quietly, with an emphasis on quiet as there will be no talking allowed.

- Academic Enrichment. Students may access resource centers for the purpose of supplementing or enhancing their performance in any class. Each grade level will have at least one enrichment activity scheduled each day of AIB. (JA teachers may volunteer to open their classrooms periodically for enrichment activities)
- Student Tutors. Students with strong scholastic ability in a specific area are encouraged to provide teacher aide/peer tutorial assistance during AIB by seeking the permission of instructors to do so. They will need to book the appropriate teacher/location for this purpose as part of their planning process. Students can tutor students in lower grades with teacher approval.

### **What is expected of me during AIB?**

- Be there. Students will be marked “Present/ Active”, “Present/Inactive”, “Absent”, “Tardy” or “Skipping”. All students at all grade levels will be required to attend AIB.
- Stay there. Students will remain in their assigned location until they are dismissed.
- Be on Task. Students are expected to be productive during AIB. Students who persist in engaging in unproductive behavior will be written up for disciplinary action. All school wide behavioral expectations shall apply within the AIB block as they do at other times of the day.
- Be Responsible. Students who are found wandering the halls during AIB, without a “pass” will be subject to disciplinary action by teachers the same as any other time of the day. Students who do not report to their assigned bookings shall will receive the appropriate consequences.

### **Glossary of Terms**

#### **AIB Team**

*The IHGMS Leadership Team will oversee AIB. The Leadership Team is made up of the school administrators and the team leaders of each of the grade level and Unified Arts teams.*

#### **AIB Advisory**

*Group of students assigned to one teacher for planning and goal-setting purposes one day per week. Students will “book” their locations for the remainder of the week.*

#### **AIB Planning Day**

*The first day of each week where students meet in their AIB Advisory to review academic progress and plan the remainder of their AIB blocks for the week (normally, Monday).*

#### **AIB Intervention Days**

*These are the days during which AIB interventions actually take place (normally Mondays through Fridays).*

#### **AIB Conference Sheet**

*Weekly sheet for students to fill in their locations so that they can be electronically “booked” in the AIB Master E-Planner. This sheet should remain in a standard location in the AIB Homeroom, so that students can check it in the event that they forget where they are going on any given day.*

#### **Agenda Book**

*An agenda book that includes a calendar in which students can record their bookings and class assignments.*

#### **AIBMaster ePlanner**

*The electronic software for recording student AIB schedules and tracking student daily participation from Monday through Friday.*

#### **Bookings**

*Term utilized by AIBMaster ePlanner when students book an appointment with a teacher.*

#### **Targeted Interventions**

*Students who have been identified with skill deficits will be booked to a Targeted Intervention twice a week. Teachers will be made aware of the identity of such students.*

#### **Grade Level Weekly Agenda**

*Grade level teacher teams will provided an outline of the next week’s activities to students for planning purposes. This outline will be made available to all students during their AIB planning period each week.*

## ATTENDANCE

### **A. Regulations**

1. Each student enrolled in the Raymond Public Schools is required to attend school on a regular basis. In order to take maximum advantage of the educational opportunities offered by the Raymond School District, students need to establish a pattern of regular and punctual attendance. Student attendance is the responsibility of the parent(s)/guardian(s) and student. Students should always be in school except when:
  - The student's health prohibits attendance.
  - The student's presence is required elsewhere by sound, pressing, and unavoidable out-of-school activity.
  - The student, the student's parent(s)/guardian(s), and Principal agree that the reason for absence is in the best interest of the student.

### **Based on Raymond School Board Policies JH – Student Absences and Excuses**

2. Parents/guardians are expected to notify the school when their student is absent. If the school does not receive a call notifying of the absence, then the school will call the parent/guardian to inform them of the absence. All absences will be unexcused unless the school receives a note indicating why the student is absent. Absences will only be excused for one of the following reasons per School Board policy:
  - Illness (Physician statement required for more than 3 consecutive days)
  - Recovery from an accident/natural disaster
  - Required court attendance
  - Medical and dental appointments
  - Death in the family
  - Observation or celebration of a bona fide religious holiday
  - Approved school activity
  - Individual Education Program/Alternative Education Program
  - College visitations
3. Students who do not attend school for at least 3 ½ hours on a regularly scheduled school day will not be allowed to participate in any school-related activities on that day. In the case of a weekend activity, the student is expected to follow this guideline on the Friday prior to the event. Dismissals will be allowed for a legitimate reason when substantiated by the school nurse or appropriate designee. Parent/legal guardian wishing to dismiss their child from school must sign the dismissal register in the main office

### **B. Perfect Attendance:**

The only consideration given for qualifying for perfect attendance is an absence due to a scheduled school activity. Restriction, bereavement, any absence, tardy or dismissal days will not be considered perfect attendance.

### **SCHOOL DISTRICT ATTENDANCE REGULATIONS**

The Raymond School Board considers regular attendance essential to success in school. As the student progresses through school, the major responsibility for attendance shifts from parent/guardian to the student, therefore the school's response to an excessive number of absences will differ from level to level. Each school will develop procedures outlining how it will deal with students who have an excessive number of absences. There are a number of items that are common to all levels. They include:

Tardiness has a negative impact on a student's performance in school. Each school will develop procedures to deal with students who are tardy.

Any procedures that impact a student's grades due to excessive absences will contain an appeal process.

Students are expected to make-up all work missed due to absence, tardiness or dismissal.

Students who do not attend school will not be allowed to participate in or attend school activities on that day.

## **RESPONSIBILITY OF THE ADMINISTRATION, SCHOOL BOARD, AND STAFF**

**SECTION I** - Responsibility: The school board, administration and staff will have the authority to correct an attendance or record keeping error.

**SECTION II** - Consequences :Truancy and tardiness shall be considered cause for disciplinary action as determined by the administration.

The following applies to those students sixteen (16) years of age and older. After fifteen (15) consecutive days absent, when there has been no firm understanding with an absent pupil and her/his parent/legal guardian, the school will send a warning letter to parent/legal guardian giving notice that the pupil will be dropped from registration effective the 20th day of her/his consecutive absence unless a clear understanding in writing with parents/guardians is achieved beforehand. A copy of this letter will go to the Superintendent of Schools. The School District will conform to all State & Federal laws and regulations pertaining to attendance, child find, and truancy such as: 169B; 193:12; and 300.125

### **RSA 183:1 DUTY OF PARENT; COMPULSORY ATTENDANCE BY PUPIL**

- I. A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session unless:
  - (a) The child is attending a New Hampshire public school outside the district to which the child is assigned or an approved New Hampshire private school for the same time;
  - (b) The child is receiving home education pursuant to RSA 193-A and is therefore exempt from this requirement;
  - (c) The relevant school district superintendent has excused a child from attendance because the child is physically or mentally unable to attend school, or has been temporarily excused upon the request of the parent for purposes agreed upon by the school authorities and the parent. Such excused absences shall not be permitted if they cause a serious adverse effect upon the student's educational progress. Students excused for such temporary absences may be claimed as full-time pupils for purposes of calculating state aid under RSA 186-C:18 and adequate education grants under RSA 198:41;
  - (d) The child is attending a public or private school located in another state which has been approved by the state education agency of the state in which the school is located;
  - (e) The pupil has been exempted from attendance pursuant to RSA 193:5;
  - (f) The pupil has successfully completed all requirements for graduation and the school district is prepared to issue a diploma or the pupil has successfully achieved the equivalent of a high school diploma by either:
    - (1) Obtaining a GED certificate; or
    - (2) Documenting the completion of a home school program at the high school level by submitting a certificate or letter to the department of education;
  - (g) The pupil has been accepted into an accredited postsecondary education program; or
  - (h) The pupil obtains a waiver from the superintendent, which shall only be granted upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent.
    - (1) Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses.
    - (2) Alternative learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school principal and at least one parent or guardian of the pupil, and submitted to the school district superintendent for approval.
    - (3) If the superintendent does not approve the alternative learning plan, the parent or guardian of the pupil may appeal such decision to the local school board. A parent or guardian may



appeal the decision of the local school board to the state board of education consistent with the provisions of RSA 21-N:11, III.

II. A child who reaches the sixth birthday after September 30 shall not be required to attend school under the provisions of this section until the following school year.

III. In this section, "parent" means a parent, guardian, or person having legal custody of a child.

### **SPECIAL NEEDS SERVICES**

The Raymond School District complies with all state and federal regulations in offering a "free appropriate public education" to all educationally disabled children. New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20, United States Code, Sections 1400-1415 define educationally disabled children as children suffering from certain enumerated disabilities, who are between the ages of three and twenty-one and who have not yet obtained a high school diploma.

A "free appropriate public education" consists of specially designed instruction and educationally related services in accordance with an "individualized education program" developed by the school district in consultation with the student's parents/guardians. The IEP Team consists of parent, school coordinator, student, teacher, and service providers.

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

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

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

2. parents/guardians may obtain an independent educational evaluation.

3. The school District must adopt procedures to protect the rights of the child whenever the parents/guardians of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may include the assignment of an individual who is not an employee of the school District or the state department of education, to act as a surrogate for the child's parents/guardians or guardian.

4. The school District must give the child's parents or guardian prior written notice whenever the District proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The school District must adopt procedures designed to assure that this notice fully informs the parents or legal guardian in their native language of all procedures available under Section 1415, unless it is clearly not feasible to do so.

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

6. Whenever a school District receives such a complaint, the child's parents or guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the state department of education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to US District Court or to the New Hampshire Superior Court. State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to New Hampshire Revised Statutes Annotated Section 186-c; 16-b, which became effective on May 1, 1992.

**186-C:16-b Due Process Hearing; Appeal. –**

I. Any action against a local school district seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative due process hearing from the department of education within 2 years of the date on which the alleged violation was or reasonably should have been discovered.

II. Notwithstanding the provisions of paragraph I, any action against a local school district to recover the costs of a unilateral special education placement shall be commenced by requesting an administrative due process hearing from the department of education within 90 days of the unilateral placement.

III. Where the parent, legal guardian or surrogate parent has not been given proper written notice of special education rights pursuant to 20 U.S.C. section 1415(d), including notice of the time limitations established in this section, such limitations shall run from the time notice of those rights is properly given. The department of education shall make available a model notice of rights which school districts may use as one means of complying with this paragraph.

IV. An appeal from a final administrative decision in a special education due process hearing to a court of competent jurisdiction pursuant to 20 U.S.C. section 1415(i)(2)(A) shall be commenced within 120 days from receipt of the final decision. All such decisions shall be sent certified mail, return receipt requested.

V. An action pursuant to 20 U.S.C. section 1415(i)(3) seeking reimbursement for attorney's fees or seeking reimbursement for expert witness fees shall be commenced within 120 days from receipt of the final decision in accordance with RSA 186-C:16-b, IV. All such decisions shall be sent certified mail, return receipt requested.

(a) The court may award reimbursement to a parent of a child with a disability for expert witness fees incurred as part of a due process complaint at which the parent was the prevailing party and when the court determines that a school has not acted in good faith in developing or implementing a child's individualized education program, including appropriate placement.

(b) The court may deny or reduce reimbursement of expert witness fees if the hearing officer determines:

(1) The expert witness was not a necessary component to the parent's complaint.

(2) The expert witness fee exceeds an amount that is reasonable, given the type and location of the service provided and the skill, reputation, and experience of the expert witness.

(3) The parent, or the parent's attorney, did not provide notice to the school district of their intent to have the expert witness participate in the due process hearing.

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

**Source.** 1992, 114:2, eff. June 30, 1992. 2008, 274:32, eff. July 1, 2008; 302:19, eff. Jan. 1, 2009.

For additional information regarding special education and the special education laws, please contact the Director of Special Education at 895-4299.

## PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES TIME LIMITS OR STATUTES OF LIMITATIONS

You have the right to know the New Hampshire state law imposes certain timelines or statutes of limitations on actions involving Due Process hearings, the appeal of Due Process Hearing decisions and the recovery of attorney's fees. Specifically:

If you want to take action against a school District in order to enforce your special education rights under either state or federal law, you must request an Impartial Due Process Hearing within 2 years of the date on which the violation of the rights, which you believe, occurred either was discovered or reasonably should have been discovered.

If you place your child in a special education placement without involving the school District and you want to recover the costs of that placement from the District, you must request an Impartial Due Process Hearing within 90 days of making the placement.

If you want to appeal a Hearing Officer's decision, you must file that appeal within 120 days from the date on which you receive the final hearing decision.

**NOTE:** Although there is not a time limit specified for actions filed under federal law in federal court, the federal court will look to the most similar state time limit or statute of limitations. This means that the federal court would generally look to the timelines or statutes of limitations described above. (The language used in this note was provided by the United States Department of Education.)

*NH Department of Ed, Revised January 1997*

### SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. Section 504 guarantees certain rights to individuals, including the right to full participation and access to a free, appropriate public education to all children regardless of the nature or severity of the disability. Specifically, 34 C.F.R. 104 states:

*"No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation, in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."*

Section 504 requires the provision of appropriate educational services; services that are designed to meet the individual needs of qualified students to the same extent that the needs of students without a disability are met. Essentially Section 504 was designed to "level the playing field," to ensure full participation by individuals with disabilities.

To qualify under Section 504 a student must:

- a) Be a person who has been determined to have a physical or mental impairment that substantially limits one or more major life activities including learning and behavior.
- b) Be a person who has a "record of such an impairment"; or
- c) Be a person who is "being regarded as having such an impairment."

In order to receive services under section 504, contact your child's guidance counselor or the school nurse.

**The Raymond School District 504 Coordinator is:**

Walter Anacki

43 Harriman Hill Road, Raymond, NH 03077

(603) 895-4299

## STUDENT INFORMATION

**Advanced Placement Classes**- Based on Iber Holmes Gove Middle School guidelines, 8<sup>th</sup> grade students have the opportunity to take part in three advanced classes: Algebra 1, Physical Science, and Spanish I. The criteria for placement in these classes includes: placement assessment in spring of the 7<sup>th</sup> grade year; Smarter Balance Assessment Data; previous and current academic performance. A student who is selected and chooses to take Algebra I must take both Algebra 1 and Physical Science. A student who is selected and qualifies for Spanish I can take this course in conjunction with the other advanced placement classes but it can also be taken alone.

Students who successfully complete these courses earn credit toward high school requirements as explained in School Board Policy IK "Earning of Credit" which states: "Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined as: sufficient evidence of attainment of the required content, concepts and skills of a particular course." The advanced placement courses at the IHGMS are based on Raymond High School requirements for completion.

There will be an add/drop period for the advanced placement classes the first ten school days of the school year. Students, in conjunction with their parents/guardians, their teachers and guidance, can choose to move out of the advanced placement classes during this time. Only students who qualify to be in the advanced placement classes can be enrolled in these classes. Student progress will be reviewed at the first progress report. If a student is identified with significant struggles with the advanced placement curriculum, in the best interest of the student, placement will be reassessed and the student may be transferred to a regular curriculum homeroom.

**Arrival At School** -Students are allowed into the building at 7:35. Both tardiness and failure to sign in at the main office or leaving school grounds without authorization and approval from the main office will result in strict disciplinary action by the administration. Students should not be in the building after 3:00 PM unless they are attending a specific scheduled event.

**Athletics, Student Aides & Student Activities Eligibility** – Students seeking to participate in these activities must pass all core classes in the quarter preceding the start of that activity. For each subsequent marking period in which the activity continues the passing of all core classes must be maintained.

**Bicycles** - Students are extended the privilege of bringing bicycles to school as long as they respect the safety and rights of others and obey school rules. Any student seen operating his/her bike in an unsafe manner will have the privilege suspended temporarily or for the remainder of the school year. Students are required by law to wear helmets. The school district is not responsible for bicycles brought on to school property. Students are not to bring bicycles on the athletic fields. Bicycle racks are provided outside the school. The student must place his/her bike in a rack immediately upon arrival to school and it must be left for the entire day.

**LAW RSA 265:14** STATES THAT ANYONE UNDER THE AGE OF 16 MAY NOT RIDE A BIKE ON A PUBLIC WAY WITHOUT WEARING A HELMET. THIS MEANS THAT **ANY STUDENT RIDING A BIKE TO SCHOOL MUST HAVE A HELMET ON**. STUDENTS WHO DO NOT WEAR HELMETS WILL BE REPORTED TO THE SCHOOL RESOURCE OFFICER.

**Change of Pertinent Information** - Any change of name, address, telephone number, immunization updates, etc., should be given to school officials immediately. In case of emergencies, it is very important that we have the most current information.

**Crisis Protocol** - In the event of a crisis, it may be appropriate to secure the safety of students and staff by calling for a "lock-down". In this event, a responsible party will announce, "lock-down" over the public address system/intercom. Faculty is instructed to secure their rooms and take attendance. No one is to leave the room

until a police officer or administrator gives the direction for dismissal. In extreme circumstances, students may be transported to another location.

**Field Trips – (Permission / Behavior)** The Raymond School District stresses the importance of field trips as means of helping students to learn as much as possible about the world we live in. Under NO circumstances will a student be allowed to go on a school-sponsored field trip without a signed permission slip. Phoned in permission is acceptable only with administrative approval. Students are expected to be on their best behavior and to follow all school regulations including dress and conduct. Any misconduct may result in the loss of field trip privileges for the remainder of the year. The middle school stresses the importance of field trips as a means of helping our students learn as much as possible about the world in which they live. Teachers incorporate such trips into their curriculum and all students are expected to participate. Chaperones for field trips must be 21 years of age or older.

**Safety Drills** - Instructions are posted in each classroom indicating how to leave the building in case of evacuation. Walk - Don't Run! No Talking! Move quickly and quietly to designated areas. Students will not enter any vehicles during a fire drill.

**Food or beverages-** Food or beverages are not allowed in the classroom, hallways or gymnasium unless authorized in writing by the teacher, school nurse or administration. Clear water as well as foods that are in compliance with the wellness policy will be allowed in classrooms at the teacher's discretion for snack time, and providing such does not create a distraction, or results in spills. There will be no food or beverage of any kind on or near electronic equipment under any circumstances.

**Freshmen Orientation Program** - Jumpstart is the freshmen orientation program to assist rising 9<sup>th</sup> graders with their transition from middle school to high school. It is open to all incoming freshmen and it takes place during the summer, over the course of three days.

**Lockers** - Each student may be assigned a locker either to use alone or share with another student. Students are only to use the locker assigned to them. Lockers are the property of the Raymond School District. They are subject to inspection by school authorities for such purposes as checking cleanliness, inspection for damage, and assuring that items that present a health, safety, or legal hazard are not present. Locks will be issued at no charge to the students. If a lock is lost or damaged, however, the student will be charged a \$5.00 replacement fee.

**Lost and Found** - The school cannot be responsible for items that have been misplaced or stolen. We urge you to have your child's name on ALL PERSONAL ARTICLES, INCLUDING LUNCH BOXES. The lost-and-found department is located by the nurse's office. All inquiries regarding lost-and-found articles should be made at the main office. If an article is found, it should be taken to the lost-and-found department. If any student must bring in something of great value, PLEASE BE SURE PRIOR ARRANGEMENT HAS BEEN MADE FOR ITS SAFEKEEPING. Quarterly, throughout the year, unclaimed lost and found articles will be given to charity.

**Media Services** – The purpose of the media center is to enrich the lives of our students. It offers many different types of printed materials: books, magazines, audio/visual materials, and computer access. The media center is a place to do reference work, read for pleasure, or simply learn how to access information. It is important that students be orderly and quiet when using the library so as not to disturb the work of others. Regulations established by the librarian must be followed at all times. Books borrowed from the library should be returned on time so that others may use them. Overdue notices are sent to students notifying them of the overdue book/books. Replacement charges will be billed for all damaged or lost books. Only students with official library passes will be allowed in the media center. Students will be required to sign-in at the media center and give their passes to the media aide.

**Music Program** - Music is an academic discipline and students will receive a grade for their progress. The

middle school has a band and chorus program. Interested students in grade 5-8 are eligible to participate.

**Personal Articles** - Personal articles such as mp3 players and cell phones may not be used in school without permission. See Student Conduct for other personal items that cannot be brought to school. The School District is not responsible for lost or stolen personal items, including musical instruments that are brought onto school property.

**Recess** - Fifth and sixth grade students have daily recess. The purpose of recess is to give children a time to release energy and get some fresh air. Recesses are planned to make the students' day in school more profitable. Therefore, it is the parent's responsibility to see that the students come to school dressed appropriately to go outside for recess. If the student is well enough to be in school, he/she is usually well enough to go outside for recess. During inclement weather, indoor recesses will be planned.

**Skateboards/Roller Blades/Stunt Bicycles/Scooters** - Use of skateboards, rollerblades, stunt bicycles, and scooters are prohibited on school grounds.

**Student Assignment to Teachers** - All student assignments to teachers will be made by the school administration for all ages. Parents/guardians may submit to the principal, in writing, any specific and unique learning needs their children may have. These must be received by May 1 of the previous school year. These descriptions will be taken into consideration when making student placements.

**Telephone Use** **As per the Raymond School District Policy –JICJ**

Any electronic devices that are considered a nuisance or a distraction (including but not limited to cell phones, cassette players, DVD players, CD players, hand held electronic games, laser pointers, and paging devices) ARE NOT to be used in school by students. Violations of this will result in school disciplinary action. Any devices that are considered a nuisance or a distraction will be confiscated during the school day.

**Students Making Calls** - The telephone in the office is used for school business. Students will be allowed to use it only in cases of emergencies. Students may not make calls or text during the school day on their cell phones.

**Students Receiving Calls** - No pupil may be excused from class to take a phone call. The caller will be asked his/her name and telephone number, and the message will be given to the student so that he/she can call back at a convenient time. If the call is of an emergency nature, arrangements will be made for the student to call back immediately. ONLY messages from a student's parent/guardian will be given to the student. Students may not receive cell phone calls or text during the day.

If a student brings his/ her cell phone into the school it must stay in the student's locker and not brought into the classroom unless directed by the teacher for classroom use in accordance with the BYOD (Bring Your Own Device) policy.

**Textbooks**- Textbooks are loaned to students for use during the school year. Books are to be kept clean, handled carefully and must be covered. Be sure your name and grade are listed in the book label in case the book is misplaced. Students are expected to take care of and return these materials in good condition or pay replacement costs.

**Visitors – Adults**: Individuals who wish to visit the school must have prior approval for their visit. On arrival, they must sign in at the school office where they will be given a visitor pass. NO pupil shall be released or allowed to see or talk to anyone except a parent or someone having a parent's official and verified authority. **Students**: Student visitations are not allowed.

**Restraining Orders** - If an adult is under court order not to see a child, and that individual comes to school in an effort to see that child, she/he shall be refused permission. The responsibility for showing such a court order to the proper school officials rests with the parent/guardian who procured it. The actual court order must be presented to school officials so that a photocopy can be made and kept in the office files at all times for reference. Verbal notification is not sufficient.

## School Meals at Iber Holmes Gove Middle School

The Raymond School District recognizes the value of good nutrition to our students' health and educational well being. The School Food Services Department, as part of the National School Lunch Program, makes balanced meals available to students every day that school is in session.

Breakfast is available from 7:35 until the Homeroom bell rings at 7:55am. A full meal is offered for \$1.50, \$.30 for students who are eligible for reduced price meals, and free to students who are eligible for free meals. The main choices may include a selection of whole grain cereals, bagels and muffins daily, with whole grain breakfast sandwiches and French toast sticks rotated in throughout the week. Milk and fruit or juice are offered as part of each meal. Our milk choices include 1%, skim and fat-free chocolate milk. While students may choose to take as few as three of the items offered, federal regulations require that as of August 2014, students must take either fruit or juice as one of those items for a complete meal. Breakfast items may also be purchased separately.

Lunch menus are available online or directly from food services in the cafeteria. The cost is \$2.80 to students, or \$.40 for reduced price eligible students, and free to students who are eligible for free meals. The meal is based on the food groups, with servings of a protein item, 2 vegetables, grain item, fruit and a carton of milk. Students may choose as few as 3 of the items offered for a meal, but one of those must be a vegetable or a fruit. Fresh and/ or canned fruit choices are available daily. In addition to the regular menu, we also offer several main dish alternates, including sandwiches with veggies and entrée salads with protein and bread.

These meals not only meet specific nutritional guidelines, but must also be provided in a financially responsible manner.

In order to keep parents/guardians informed, a copy of this procedure is included with our weekly balance email sent out each Friday to all households. Additionally, it is attached to the Free & Reduced Price Meals application as well as being posted on the Food Service page of the District web site.

Raymond School Food Services operates as a debit system, with accounts for each child. Monthly, weekly or daily prepayments are encouraged for meals, milk only and/or snacks. These may be made by check, cash or on line thru mySchoolbucks.com. Cash is also accepted in the serving lines.

Parents/Guardians are expected to be responsible for not letting the account become past due. The mySchoolbucks.com site also enables households to set up their own individualized low-balance reminder email.

If an account should fall below zero, notifications are made in the following manner: Emails are sent out to all households with negative balances on Mondays and Thursday. Payment should be made the following day.

Students will continue to receive the regular menued meal. The price that the student normally pays will be charged to the student's account. Payment is expected the following day.

Students may not charge Breakfast, Milk only, or a la carte items in any school.

Households are also reminded that applications for Free & Reduced Price meals may be processed at any time during the school year. Applications are available to download and print from the school website. Paper copies may be requested thru the School's Food Service Office.

All staff may also set up debit accounts or pay cash in line. Credit will not be extended to staff.

If any account reaches \$25 past due, a phone call will be made to the household. Parents/Guardians will be

expected to provide payment at that time.

If any account reaches \$50 past due, the building Principal will call the household.

The Raymond School District reserves the right to further pursue any balance due thru legal channels.

Please feel free to contact Food Service Director Judy DiNatale at 895-6616, ext. 2345 with any questions regarding student accounts, menus or the Free and Reduced Price Meals application process.

## **EXTRACURRICULAR ACTIVITIES AND ATHLETICS**

The following interscholastic/intramural activities may be conducted during the school year. To be eligible to tryout or participate in the following activities all students must have a current written physical on file in the nurse's office.

<u>Fall</u>	Soccer
<u>Winter</u>	Boys & Girls Basketball, Chreeleading, Volleyball
<u>Spring</u>	Baseball & Softball

Following are some of the extracurricular activities that may be conducted throughout the school year.

Homework Club	Drama Club	Flag Football
Newspaper	Yearbook	Student Council
Science Club	Chess Club	Chorus
Math Counts	Junior National Honor Society	Geography Club
Intramural Soccer	Environmental Club	

parents/guardians are required to pick up their children within 15 minutes after the activity ends or your child will be denied participation at the next session of this school activity.

Information regarding these activities will be made available to students at the appropriate times throughout the year.

## **EXTRACURRICULAR ELIGIBILITY GUIDELINES**

An important goal at the middle school is to provide students with a well-rounded academic and exploratory education. Participation in extracurricular activities is an important part of that process. However, there are occasions when involvement in extracurricular activities can be detrimental to an individual's academic success. For that reason, the following guidelines have been established.

Extracurricular activities include all interscholastic/intramural sports, school clubs and organizations. Eligibility rules apply to both boys and girls in all activities. An ineligible student shall not be allowed to be a member of any extracurricular organization.

### **To be eligible for any extracurricular activities:**

1. Students must be present on the day of the activity for a minimum of 3 ½ hours; if the activity is on Saturday, the student must be present in school on the preceding Friday for a minimum of 3 ½ hours. Students are not exempt from detentions because of extracurricular activities, including sports.
2. \*\*\*Student must be passing all classes.
  - A. If a student receives a failing grade on a progress report or report card while participating in an extracurricular activity, the student will automatically be suspended from the activity for a period of 10 school days.
  - B. At the end of the 10-day suspension, the student will be reinstated provided that the student is passing all classes and reported to advisors/coaches and assistant principal. If at any time during the season after the first suspension the student receives a failing grade he/she will be removed for the remainder of the season. Students involved in yearlong activities will be reviewed quarterly.
3. Students must abide by all school rules:



- A. Students who violate policy JICI regarding possession, use and/or transfer of drugs, alcohol and tobacco products will lose their eligibility to participate in athletics and all other extracurricular activities for the remainder of the school year.
- B. A student may not participate in an extracurricular activity while suspended from school.

A student with a prolonged illness or injury must have written permission from the parent and physician to participate in extracurricular activities.

Students will also be expected to follow any guidelines set forth by the coach or advisors.

### **PARENT CORE GROUP**

The Parent Core Group of the I.H.G.M.S meets regularly with the School Principal. The group is an open forum where parents/guardians are encouraged to bring up issues of concern to be discussed. These issues may be discussed among other parents/guardians who have similar concerns or have experienced the same or similar situations in the past.

The Parent Core Group also sponsors fund raising projects to raise money for the purpose of purchasing supplies, equipment and teaching aids that go beyond the normal school budget. As a result of successful fundraising they have been able to purchase such items as uniforms, computer equipment, a sound system, and our school sign that are gratefully appreciated at the middle school. In addition, the Parent Core also maintains a list of volunteers and coordinates their time at the middle school. A volunteer sign up sheet can be picked up in the main office.

The parents/guardians of all middle school students are encouraged to become involved in this group. Statistics reveal that parental involvement with such groups usually declines after children leave the elementary level. Our children and our school need your support now and in the future.

### **VOLUNTEERS**

We Believe Community support and engagement is essential to students' academic success and personal growth. We encourage parents/guardians and other community members to become volunteers at IHGMS. There are two categories of volunteers as described by the district; event volunteers and designated volunteers.

An event volunteer is anyone who volunteers to help out but not on a regular basis. Some examples are:

- Field day helper
- observation of teachers
- Room parent/classroom helper less than a couple times per year
- School dances
- Field trips
- School party

Event volunteers are required to initially complete the following:

- Volunteer Service Agreement
- RSD IJOC Volunteer Policy
- IJOC Confidentiality Agreement

A designated volunteer is anyone who volunteers on a regular basis. some examples are::

- Assistant coaches
- Classroom helper
- Any individual who volunteers of a regular basis and is in the building when school is in session

Designated volunteers are required to initially complete the following:

- Volunteer Service Agreement

- RSD IJOC Volunteer Policy
- IJOC Confidentiality Agreement
- Criminal background check
- Acceptable Use Policy and Acknowledgement
- Bullying Prevention Training

We Believe Community support and engagement is essential to students' academic success and personal growth. *The mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will challenge each student with a rigorous and relevant program.*

Also see Raymond School Board Policy: **Volunteering- IJOC.**

## **TRANSPORTATION RULES AND REGULATIONS**

Raymond School District's Transportation Policies are designed to promote the safety and well-being of all students riding buses to and from school. Our transportation guidelines also apply to field trips and co-curricular trips. The Raymond School District is not responsible for students are bus stops. The following section outlines expectations of student behavior.

### 1. Behavior before boarding school bus:

A student should:

- a. Arrive on time at his/her designated bus stop. (Five minutes prior to pick-up time.)
- b. If there is no sidewalk or path, walk on the side of the road facing traffic to get to the bus stop.
- c. Stay off the road while waiting for the bus.
- d. Behave in a safe manner while waiting for the bus.
- e. When the bus arrives, be in a single line.
- f. Wait for the bus to come to a complete stop and the door to open before approaching the bus.
- g. Be courteous.

A student should not:

- a. Stand on traveled portion of the road while waiting for the bus.
- b. Walk/run/play on private property.
- c. Cut in front of other students in line.
- d. Rush to get on the bus.
- e. Cross behind a bus.
- f. Engage in any behavior that could lead to injury.

### 2. Behavior on the school bus:

A student must:

- a. Be transported on bus runs assigned to his/her school.
- b. Get on and off the bus at his/her designated bus stop, except by permission sent from the parent/guardian. The school office must approve afternoon changes. Bring the note to the school office for approval. If it is a morning change, give the note to the driver. When a bus reaches student capacity of 86 on the 90 passenger bus and 80 on the 84 passenger bus, as determined by the Transportation Committee, no request to ride that bus will be approved.
- c. Use the handrail and watch your step while boarding and exiting the bus.
- d. Enter and exit the bus only through the front door unless directed by the bus driver.
- e. After entering the bus, take his/her seat immediately.

- f. Sit in assigned seat (if so assigned) and remain seated while the bus is in motion.
- g. Sit properly: Face front of bus with his/her back against seat.
- h. Keep articles out of the aisles.
- i. Follow the directions and rules of the bus driver.
- j. Get the permission of the bus supervisor to transport any musical instrument. Restrictions may be imposed based on size of the instrument/case or the capacity of the bus.
- k. Carry all balls in a suitable bag.

A student must not:

- a. Move from one seat to another without permission of driver.
- b. Use indecent or profane language.
- c. Engage in overly loud conversation.
- d. Eat or drink on the bus. Absolutely no glass containers allowed on the bus.
- e. Smoke, chew tobacco, light matches/cigarette lighter, or use any hazardous items.
- f. Use/possess alcohol or drugs.
- g. Throw objects on or out of bus.
- h. Extend any part of his/her body out of the bus windows at any time.
- i. Bring audible radios, tape players, DVD players, etc., skate boards, key chains that present a hazard, large packages, balloons, laser pointers, or any animals (caged or otherwise) on the bus.
- j. Take any pictures or videos.
- k. Engage in any conduct that might distract the driver from his/her duties.
- l. Sell items to other students.

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's Principal in writing. Video/audio cameras may be used on buses to support the bus drivers' reports of unacceptable conduct. In cases of misconduct, the School Principal will have the authority delegated by the Superintendent to suspend the riding privileges of students or take other appropriate action. parents/guardians of children whose pattern of behavior and conduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code.

Please reference policies EEA and EEA-R, Student Transportation Services, available on the District website or at any school.

To request a new bus stop or to change an existing stop, submit a "Bus Stop Change Request Form," available on the District website or at any school.

All concerns or complaints shall be directed to:

Dail Transportation	736-9682
Iber Holmes Gove Middle School	895-3394

### **ANNUAL NOTIFICATION OF BUILDING OCCUPANTS**

On October 22, 1986, the President of the United States signed into law The Asbestos Hazard Emergency Toxic Substances Control Act (TSCA). Under AHERA, The Environmental Protection Agency (EPA) was directed to promulgate regulations which would require Local Education Agencies (LEAs) to address asbestos problems in their school buildings. In accordance with the statute, and the regulations issued on October 30, 1987 (52 FR 41826), LEAs are required to inspect school buildings for asbestos-containing materials (ACBM), develop management plans, and implement response actions.

A written plan has been developed for managing these materials while they remain in place. This plan is on file in my office.

**ASBESTOS COORDINATOR:** Todd Ledoux, Facilities Director  
**LOCAL EDUCATION AGENCY:** Raymond School District  
**SCHOOL BUILDING:** All School District Buildings

## **ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA**

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

**1. The right to inspect and review the student’s education records within 45 days of the day the School District receives a request for access.**

parents/guardians or eligible students should submit to the building principal or building director of guidance a written request that identifies the record(s) they wish to inspect. The building principal or his/her designee will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.

**2. The right to request the amendment of the student’s educational records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student’s rights of privacy.**

parents/guardians or eligible students may ask the School District to amend a record generated by the School District that they believe is inaccurate, misleading, or in violation of the student’s rights of privacy. They shall make such requests in writing, dated and addressed to the building principal or building director of guidance. Such requests must clearly identify the part of the record they want changed and shall specify why it is inaccurate, misleading, or in violation of the student’s rights of privacy.

If the School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. If the parents/guardians request a hearing, it shall be conducted by the Superintendent of Schools or his/her designee.

**3. The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent of a parent or eligible student, is disclosure to “school officials with legitimate educational interest.” The terms “school officials” and “legitimate educational interest” are defined in the Appendix to this notice.

The School District may disclose without consent “directory information,” which is information not generally considered harmful or an invasion of privacy if disclosed. In addition, In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their student’s information disclosed without their prior written consent. (These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).) Directory information includes:

Name, address and phone number of the student  
Field of study

Weight and height of athletes  
Most recent previous school attended  
Date and place of birth  
Participation in officially recognized activities and sports  
Date of attendance, degrees and awards

parents/guardians may request that the School District refrain from making all or some of this directory information on their child available to the public. Such requests must be filed with the building principal in writing, dated and signed by the parent, by the third Monday of September. Each such request shall expire on the third Monday of September of the following year.

Upon request, the School District discloses education records without consent to officials of a school district which a student seeks or intends to enroll.

**4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.**

The office that administers FERPA is:

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

## **RAYMOND SCHOOL DISTRICT POLICY ON DISCLOSING STUDENT RECORDS TO SCHOOL OFFICIALS WITH A LEGITIMATE EDUCATIONAL INTEREST**

The federal Family Education Rights and Privacy Act of 1973 (FERPA), 20 U.S. Code Selection 1232g, and the U.S. Department of Education's implementing regulations, 34 Code of Federal Regulations Part 99, generally prohibit school districts from disclosing personally identifiable educational records on students without prior written parental consent. However, these laws include several exceptions. One of those exceptions allows school districts to disclose personally identifiable educational records to "school officials with legitimate educational interest" without obtaining parental consent.

The U.S. Department of Education's FERPA regulations require that a school district specify the criteria that the district uses for determining who is a school official and what constitutes an educational interest.

The Raymond School District has adopted the following criteria.

I. The following are "school officials":

A. Employees of the School District, including but not limited to:

1. Building principals, assistant principals, and other school district administrators
2. Classroom teacher(s).
3. Special education staff members.
4. Related service personnel.
5. Paraprofessionals.
6. Other instructors.
7. Guidance staff personnel.
8. Nursing staff.
9. School psychologists and evaluators.
10. Special education team members.
11. Employees assigned to maintain records.
12. Secretarial and clerical staff assisting any of the above.
13. Other support staff (including health or medical staff and law enforcement unit personnel).

B. Employees of N.H. School Administrative Unit 33 (SAU #33), including but not limited to:

1. The Superintendent of Schools
2. The Director of Special Education
3. The Business Administrator
4. School psychologists and evaluators
5. Special Education team members
6. Employees assigned to maintain records
7. Secretarial and clerical staff assisting any of the above

C. Employees of Seacoast Learning Collaborative (Raymond School District's regional special education consortium), including but not limited to:

1. The Executive Director
2. Psycho educational staff and evaluators
3. Placement coordinators
4. Program directors

D. Individuals and organizations under oral or written contract with the School District, the SAU, or Seacoast Learning Collaborative, who are providing services or advice related to the education of one or more students of the School District, or who are performing a special task, including but not limited to evaluators, consultants, auditors, attorneys, experts, and therapists.

E. Appointed or elected officials of the School District, including but not limited to school board members.

F. Individuals and entities assisting the School District in legal matters, including but not limited to insurance brokers, insurance agents, insurance companies, insurance adjusters, claims representatives, legal counsel for the school district, expert witnesses, and expert consulted to provide the school district's legal team with advice.

II. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Examples include:

- A. Matters related to provision of services to one or more students, supervising services, selecting services, evaluating services, funding services, and budgeting for services.
- B. Evaluating, assessing, or monitoring one or more students
- C. Disciplining one or more students
- D. Governance and administration of the school district
- E. Legal matters involving the school district or any student in the school district

### **NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians ; or
8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents/guardians to a student who is 18 years old or an emancipated minor under State law.

*parents/guardians who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5901



**Raymond School District Policy - JICDA**  
**STUDENT SAFETY AND VIOLENCE PREVENTION**  
**Bullying and Cyberbullying**

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as 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:

- (1) Physically harms a student or damages the student's property;
- (2) Causes emotional distress to a student;
- (3) Interferes with a student's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

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

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

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

4. **School property.** 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. **Parent.** Any reference in this policy to "parent" shall include parents or legal guardians.

IA. For Reports or Complaints of Discrimination, including Harassment, Based on Race, Color, National Origin, Ancestry, Sex or Disability.

In the event of an alleged act of discrimination, including harassment, based on race, color, national origin or ancestry, the Raymond School District will use the procedures in "*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry – ACA.*" Where there is an alleged act of discrimination, based on sex, the Raymond School District will apply its procedures under its "*AC-R-Title IX Grievances,*" and for alleged sexual harassment, it will apply "*JBAA-Sexual Harassment – Students.*" In the event of an alleged act of discrimination, including harassment, based on handicap or disability, the Raymond School District will apply the procedures under its "*ACE- Procedural Safeguards-Nondiscrimination on the Basis of Handicap/Disability.*"

II. Statement Prohibiting Bullying or Cyberbullying of a Student (RSA 193-F:4, II(a))

The Board is committed to providing all students a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

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

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

### III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

#### False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences as determined in accordance with applicable law, District policies, procedures, and collective bargaining agreements.

#### Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, administrator, volunteer, or other employee who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher, administrator, or other employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

#### Process To Protect Students From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

### IV. Protection of all Students (RSA 193-F:4, II(c))

This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such student or school-aged person is a student within the District.

### V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

#### VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

##### Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, website, hard copy, etc).

The Superintendent will ensure that all school employees and regular volunteers receive annual training on bullying and related district's policies.

##### Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc).

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the District's curriculum, but shall not be required to do so.

##### Parents

All parents/legal guardians will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). parents/guardians will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

##### Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

#### VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy.

##### Student Reporting

1. Any student who believes he/she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. The administration will develop a system or method for receiving anonymous reports of bullying. Although students, parents/guardians, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration will develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

#### Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members given such information will need to provide direct assistance to the student.
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
4. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

#### VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying, annually. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for him/herself and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

#### IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal or designee shall report to the parents/guardians of a student who has been reported as a victim of bullying and to the parents/guardians of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

#### X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that

the parents/guardians of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

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

1. Upon receipt of a report of bullying, the Principal or designee shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal or designee may ask students and/or parents/guardians to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural process.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
  - A. Description of incident, including the nature of the behavior;
  - B. How often the conduct occurred;
  - C. Whether there were past incidents or past continuing patterns of behavior;
  - D. The characteristics of parties involved, (name, grade, age, etc.);
  - E. The identity and number of individuals who participated in bullying behavior;
  - F. Where the alleged incident(s) occurred;
  - G. Whether the conduct adversely affected the student's education or educational environment;
  - H. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - I. The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The Principal or designee shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including expulsion. Students facing discipline will be afforded all due process required by law.
9. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's username, password, or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/legal guardian that

the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

#### XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

1. Admonishment
2. Temporary removal from classroom
3. Deprivation of privileges
4. Classroom or administrative detention
5. Referral to disciplinarian
6. In-school suspension
7. Out-of-school suspension
8. Expulsion

Examples of remedial measures may include, but are not limited to:

1. Restitution
2. Mediation
3. Peer support group
4. Corrective instruction or other relevant learning experience
5. Behavior assessment
6. Student counseling
7. Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board expects the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

#### XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

#### XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents/guardians of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents/guardians within 24 hours again notifying them of the results of the investigation.
3. The Principal shall offer a meeting to parents/guardians. If the parents/guardians request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.

4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents/guardians of other students involved in a bullying incident.

#### XV. Appeal

A parent or guardian who is aggrieved by the investigative determination letter of the Principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families, and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the School Board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to the School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulation set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

#### XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the Superintendent may establish further administrative rules or regulations.

#### XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

#### XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

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

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

#### XIX. Reports or Complaints of Discrimination, including Harassment, Based on Race, Color, National Origin or

## Ancestry

Students or other persons (i.e., students' parents or guardians) who believe that a student has been the subject of discrimination, including harassment, based on race, color, national origin or ancestry are encouraged to report promptly any such alleged act or incident, by using the Raymond School District Policy for "*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry – ACA.*"

Raymond School District employees, volunteers and independent contractors who become aware of, witness acts of or receive a student report relating to a student experiencing discrimination, including harassment, based on race, color, national origin or ancestry shall inform the Principal or designee as soon as possible, but by no later than the beginning of the next school day, by using the Raymond School District Policy for "*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry – ACA.*"

The Raymond School District Policy for "*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry-ACA*" can be found on the District and school's Website, under "School Board Policy."

## XX. Reports or Complaints of Discrimination, including Harassment, Based on Sex or Disability

Where there is an alleged act of discrimination, based on sex, the Raymond School District will apply its procedures under its "*AC-R-Title IX Grievances,*" and for alleged sexual harassment it will apply "*JBAA-Sexual Harassment – Students.*" In the event of an alleged act of discrimination, including harassment, based on handicap or disability, the Raymond School District will apply the procedures under its "*ACE- Procedural Safeguards-Nondiscrimination on the Basis of Handicap/Disability.*"

### Legal References:

- RSA 189:70, Educational Institution Policies on Social Media
- RSA 193-F:3, Student Safety and Violence Prevention Act
- RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed
- NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

- Adopted: March 1, 2001
- Revised: August 1, 2002
- Revised: August 4, 2004
- Revised: November 19, 2008
- Revised: October 20, 2010
- Revised: June 6, 2012
- Revised: March 2, 2016



## **Raymond School District Policy – JBAA SEXUAL HARASSMENT - STUDENTS**

### I. PURPOSE

The purpose of this policy is to maintain a learning environment for students that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature as defined by this policy.

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.

### II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or opportunities; or creates an intimidating, offensive or hostile educational environment.

Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

### III. REPORTING PROCEDURES

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any student who believes he or she has been the victim of sexual harassment should report the alleged act(s) immediately to any District employee or the building Principal. If a student initially reports the alleged act to a District employee, that employee shall immediately notify the building Principal, who shall then immediately notify the Superintendent.
3. The Board encourages all students and staff members to use the Report Form available from the Principal or Superintendent.
4. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual

harassment 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.

5. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

6. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.

7. The use of formal Reporting Forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

#### IV. INVESTIGATION AND RECOMMENDATION

The Superintendent, as the designated Human Rights Officer, will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third-party designated by the School Board.

If District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present at the discretion of administration.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either District officials or a third-party, the Board and the Superintendent will be provided with a written factual report and recommended action.

#### V. SCHOOL DISTRICT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent or Principal may discipline the offending student. Such discipline may include, but is not limited to, detention, in-school suspension, out-of-school suspension up to 10 days, out-of-school long-term suspension up to 20 days, or expulsion. Discipline will be issued in accord with other applicable Board policies. Due to FERPA and other privacy-related laws, the victim will not be informed of what discipline was imposed.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or is in violation of other Board policies, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

## VI. REPRISAL

The School District will discipline any student who retaliates against any other student 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 or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, threats, reprisal or harassment.

## VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any student 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.

## VIII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all pertinent laws.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

## IX. AGE-APPROPRIATE SEXUAL HARASSMENT POLICY

Per the requirements of Ed 303.01(j), the School Board is required to establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all students. This policy is intended to apply to middle-school and high-school aged students.

It shall also be a violation of the school district's policy for a student to harass a coach, teacher, administrator, employee or other personnel of the school district.

The Superintendent and building Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District's elementary schools.

## X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

### Legal References:

*NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy*

*NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment*

*NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment  
Appendix: GBAA-R, BBA-R*

Approved: December 21, 2011

## **Raymond School District – EB SAFETY PROGRAM**

The Raymond School Board recognizes its responsibility to provide a safe, secure learning environment for all its students and staff. It is the policy of the Raymond School District to take every reasonable precaution to achieve this goal.

The School Board authorizes the Superintendent to implement the Raymond Community Crisis Response Plan put forth by the Raymond Community Crisis Management Committee. Further, the Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A:60.

The practice of safety shall also be considered a facet of the instructional plan of the District schools by incorporating educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, etc., appropriately geared to students at different grade levels.

The Superintendent shall implement a training schedule for all Raymond School District employees and volunteers. The Superintendent shall further see that all plans are reviewed quarterly with the Raymond Crisis Management Committee, and drills are conducted in a timely fashion throughout the school year in accordance with state and federal law and the District training schedule.

Each Principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The Principal shall be responsible for developing student safety procedures to be used on school buses, school grounds (including playgrounds), during authorized school activities (such as field trips), and within school building(s) (including classrooms and laboratories). The building's safety plan shall be on file in the SAU office.

In the implementation of the Crisis Management Plan, each Principal shall be responsible for the following:

1. Train all new staff and volunteers who enter their building throughout the year.
2. Maintain a log of "crisis" drills, as well as monthly fire drills.
3. See that all exits from rooms and buildings are clearly marked and cleared of debris.
4. Implement a strict sign-in/out procedure for all students.
5. Implement a strict sign-in/out procedure for all visitors and include the issuance of visitors' badges.
6. Instruct each staff member that they are to question any adult in the school who is not displaying a proper badge. All visitors must be escorted back to the main office to sign in and receive a badge.

In a further attempt to ensure safety, each school employee and volunteer is required to wear a District ID badge. This shall also apply to off-site school-related functions with students present.

Statutory Reference:

RSA 281-A:60

RSA 281-A:64, III

RSA 200:40

ED. 306.10 (a) (2) (d)

Adopted: May 4, 1989

R/R: 4/10/97, 9/6/01

Revised: May 16, 2002

## Raymond School District Policy - JJA

### STUDENT ACTIVITIES & ORGANIZATIONS

It is the policy of the Board to allow opportunities for all students to participate in co-curricular activities designed to meet their needs and interests.

Such activities must supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics and performing groups, or encourage service to the school and community. These co-curricular activities support students in making choices and developing skills.

Any student organization must be approved by the Principal. An important goal is to provide students with a well-rounded, supported education.

In this policy, the term “co-curricular activities” means any student organization or activity that is supervised by contracted personnel and is independent of credit courses, including, but not limited to, Student Council, Peer Outreach, Student Leadership, Drama, Interact, Art, Math, Class Officers, and Honor Societies. (Note: Participating in Band and Choral required performances are considered part of the course and not co-curricular activity.) Festival trips and competitions with a financial component are not part of coursework. Co-curricular activities in this policy do not include sporting activities.

#### **Eligibility**

To participate in co-curricular activities, all students must meet eligibility requirements and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship, responsibility and appropriate behavior. The eligibility standards and procedures for participation in co-curricular activities will be published in the student/parent handbooks. The student shall be subject to the standards stated in JJA-R, Co-Curricular Participation.

#### **Participation**

Students who participate in co-curricular activities will be required to adhere to high standards and expectations because a student who represents their school through clubs and organizations, student government, or the arts has a responsibility to uphold the integrity of the school.

The district allows students enrolled in other schools – including charter schools, non-public schools, and home schools – to participate on an equal basis in any activity offered by the district that is not offered at a student’s school of attendance, provided they meet the eligibility requirements for participation and the requirements of Raymond School District Policy IHBG-R, Home Education/Dual Enrollment. This applies to:

1. Students who are residents of this school district but who are being educated in a home school may participate provided they comply with all laws governing non-public home-based education.
2. Students who are residents of the district who are being educated in an independent or parochial school if the school in which the student is enrolled does not sponsor the activity.

The Superintendent is directed to establish procedures for application of students enrolled in other schools and an appeal process to implement this participation allowance.

#### **Participation Fees**

Non-enrolled students participating in district co-curricular activities are subject to the same fees charged to enrolled students for the activity.

Adopted: November 3, 2010

## Raymond School District Policy – JICFA

### HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the State Board of Education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the State Board of Education.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, or forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or any forced physical activity that could adversely affect the physical health or safety of the individual.

"Endanger the mental health" shall include any activity, except those activities authorized by law, that would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact that could result in extreme embarrassment, or any other forced activity that could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the State Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the School District.

Statutory Reference:

RSA 631:7

Adopted: August 1, 2002

**RAYMOND SCHOOL DISTRICT  
DRUG FREE ZONE**

**RSA 318- B: 26, V  
Controlled Drug Act**

Any person who violates this chapter by manufacturing, selling, prescribing, administering, dispensing, or possessing with intent to sell, dispense, or compound any controlled drug or its analog, in or on or within **1,000** feet of the real property comprising a public or private elementary, secondary, or secondary vocational-technical school, may be sentenced to a term of imprisonment or fine, or both, up to twice that otherwise authorized by this section. Except to the extent a greater minimum sentence is otherwise provided by this chapter, a sentence imposed under this paragraph shall include a mandatory minimum term of imprisonment of not less than one year. Neither the whole nor any part of the mandatory minimum sentence imposed under this paragraph shall be suspended or reduced.

**RSA 126-K: 7  
Use of Tobacco Products on Public Educational Facility Grounds Prohibited.**

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

**RSA 193-D  
Safe School Zones**

**193-D:1 Definitions.** – In this chapter:

- I. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
  - (a) Homicide under RSA 630.
  - (b)(1) Any first or second degree assault under RSA 631.
  - (2) Any simple assault under RSA 631:2-a.
  - (c) Any felonious or aggravated felonious sexual assault under RSA 632-A.
  - (d) Criminal mischief under RSA 634:2.
  - (e) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
  - (f) Arson under RSA 634:1.
  - (g) Burglary under RSA 635.
  - (h) Robbery under RSA 636.
  - (i) Theft under RSA 637.
  - (j) Illegal sale or possession of a controlled drug under RSA 318-B.
  - (k) Criminal threatening under RSA 631:4.
- II. "Safe school zone" means an area inclusive of any school property or school buses.
- III. "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools under RSA 193-A.
- IV. "School employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.
- V. "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- VI. "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

**Source.** 1994, 355:3. 1995, 231:2. 2007, 139:1, eff. Aug. 17, 2007.

**193-D:2 State Board Rulemaking Authority; Public School District Policies.** –

- I. The state board of education shall adopt rules relative to safe school zones, under RSA 541-A, for public school pupils and public school employees regarding:
  - (a) Disciplinary proceedings, including procedures assuring due process.
  - (b)(1) Standards and procedures for suspension and expulsion of pupils, including procedures assuring due process.
  - (2) Standards and procedures which shall require expulsion of a pupil for knowingly possessing a firearm in a safe school zone without written authorization from the superintendent or designee.
  - (c) Procedures pertaining to discipline of pupils with special needs, including procedures assuring due process.

(d) Procedures for reporting acts of theft, destruction, or violence under RSA 193-D:4.

II. Nothing in this chapter shall prohibit local school boards from adopting and implementing policies relative to pupil conduct and disciplinary procedures.

**Source.** 1994, 355:3, eff. June 8, 1994.

**193-D:3 Criminal Penalties.** – Any person convicted of an act of theft, destruction, or violence as defined in RSA 193-D:1 committed in a safe school zone at any time of year may be subject to an extended term of imprisonment as provided in RSA 651:6.

**Source.** 1994, 355:3, eff. Sept. 1, 1994.

**193-D:4 Written Report Required.** –

I. (a) Any public or private school employee who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act in writing immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school principal who shall file it with the local law enforcement authority. Such report shall be made by the principal to the local law enforcement authority immediately, by telephone or otherwise, and shall be followed within 48 hours by a report in writing. If the alleged victim is a student, the principal shall also immediately notify the person responsible for the victim's welfare, as defined in RSA 169-C:3, XXII, that a report was made to the local law enforcement authority.

(b) The provisions of subparagraph (a) shall not apply to any simple assault involving pupils in kindergarten through grade 12 if the local school board has adopted a discipline policy which sets forth circumstances under which parents/guardians shall be notified of simple assaults.

(c) Each school district, in conjunction with the local law enforcement authority, shall establish a memorandum of understanding for administering the provisions of RSA 193-D:4, I(a)-(c).

II. The report required under paragraph I shall include:

(a) The name and home address, if known, of any person suspected of committing an act of theft, destruction, or violence in a safe school zone.

(b) The name and home address, if known, of any witness to the act of theft, destruction, or violence in a safe school zone.

(c) Identification of the act of theft, destruction, or violence as defined in RSA 193-D:1 that was allegedly committed.

**Source.** 1994, 355:3. 1995, 231:3. 2000, 194:1, eff. Jan. 1, 2001.

**193-D:5 Waiver of Written Report Requirement.** – The written report required under RSA 193-D:4 shall be waived by law enforcement officials when there is a law enforcement response at the time of the incident which results in a written police report.

**Source.** 1994, 355:3, eff. Sept. 1, 1994.

**193-D:6 Penalties for Failure to Report.** – Any person who knowingly fails to comply with the reporting requirements under RSA 193-D:4 for acts of theft, destruction, or violence, unless such report is waived under RSA 193-D:5, shall be guilty of a violation.

**Source.** 1994, 355:3, eff. Sept. 1, 1994.

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

**Source.** 1994, 355:3, eff. Sept. 1, 1994.

**193-D:8 Transfer Records; Notice.** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone. **Source.** 1994, 355:3, eff. Sept. 1, 1994.

**193-D:9 Liability for Reporting.** – Any public or private school employee or employee of a company under contract to a school or school district who in good faith has made a report under RSA 193-D shall not be subject to liability for making the report.



## **RSA 193:13 SUSPENSION AND EXPULSION OF PUPILS**

I. (a) The superintendent or chief administering officer, or a representative designated in writing by the superintendent, is authorized to suspend pupils from school for a period not to exceed 10 school days for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school.

(b) The school board or a representative designated in writing of the school board is authorized, following a hearing, to continue the suspension of a pupil for a period in excess of 10 school days. The school board's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 10 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district in which the pupil seeks to enroll.

(c) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board can be appealed to the school board, provided that the superintendent received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board stays the suspension while the appeal is pending.

II. Any pupil may be expelled from school by the local school board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D: 1, or for possession of a pellet or BB gun or rifle and the pupil shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state.

III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA/193-D: 1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

IV. The local school board shall adopt a policy, which allows the superintendent, or chief administering officer to modify the expulsion requirements set forth in paragraphs II and III on a case-by-case basis.

V. Any pupil expelled by a local school board under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of such expulsion. Nothing in this section shall be construed to prevent the local school district that expelled the student from providing educational services to such students in an alternative setting.

VI. A pupil expelled from school in another state under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in a school district in New Hampshire for the period of such expulsion.

VII. For purposes of paragraphs I, II, and III, school board may be either the school board or a subcommittee of the board duly authorized by the school board.

## Raymond School District Policy – AC

### NONDISCRIMINATION/EQUAL OPPORTUNITY

The Raymond School District does not exclude from participation, deny the benefits of, or otherwise discriminate in the administration of its admissions or in its educational programs, activities, or employment practices on the basis of race, color, national origin, ancestry, religion, age, sex, handicap/disability, sexual orientation, economic status, or marital status.

The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

These statements reflect the mission of the Raymond School District and refer to, but are not limited to, the provision of the following laws:

Title VI and VII of the Civil Rights Act of 1964;  
The Age Discrimination Act of 1975;  
Title IX of the Education Amendments of 1972;  
Section 504 of the Rehabilitation Act of 1973;  
Title II of the Americans with Disabilities Act of 1990;  
NH Law Against Discrimination (RSA 354-A);  
State Rule: Ed. 303.01 (i), (j), (k).

Inquiries regarding discrimination may be directed to the building Principal or his/her designee(s) or the Superintendent of Schools, SAU 33, 43 Harriman Hill Road, Raymond, NH 03077 (603) 895-4299. For complaints of race, color, national origin or ancestry discrimination, see “*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry-ACA*,” for grievance procedures.

For complaints regarding sex discrimination, see “*AC-R-Nondiscrimination: Title IX Grievances*,” for Title IX grievance procedures, and for complaints regarding sexual harassment, see “*JBAA-Sexual Harassment – Students*.” The Title IX Coordinator, who can be reached through the District’s Human Resources Coordinator at the SAU 33 Office, 43 Harriman Hill Road, Raymond, NH 03077 (603) 895-4299, ext 1104. For complaints regarding disability discrimination, see “*ACE-Procedural Safeguards – Nondiscrimination On The Basis Of Handicap/Disability*,” for Section 504 grievance procedures. The Special Education/Disabilities and the Section 504/Title II Coordinator, who is the district’s Special Education Director, is to be reached at Raymond School District, 43 Harriman Hill Road, Raymond, NH 03077, (603) 895-4299, ext. 1108.

Inquiries may also be made to:

Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Suite 900, Boston, MA 02109-3921; (617) 289-0111; Website: [www.ed.gov/ocr](http://www.ed.gov/ocr); Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Statutory Reference: RSA 354-A:7

See Appendix AC-R

Adopted: April 21, 1988

Revised: February 7, 2002

Revised: June 6, 2012

Revised: April 6, 2016

## Raymond School District Policy - ACA

### DISCRIMINATION, INCLUDING HARASSMENT, BASED ON RACE, COLOR, NATIONAL ORIGIN AND ANCESTRY

#### I. GENERAL STATEMENT OF POLICY

The Raymond School District prohibits all forms of race, color, national origin and ancestry-based discrimination, including harassment. It also prohibits retaliation as defined under this policy. The District treats retaliation as a form of discrimination under this policy.

This policy is an integral part of the District's comprehensive efforts to promote learning and equal educational opportunities for all our students, eliminate violent, harmful, and disruptive behavior and to provide a learning environment free from discrimination, including harassment and retaliation.

The District will promptly investigate all reports and complaints of discrimination, including harassment, based on race, color, national origin or ancestry, and retaliation. <sup>1</sup> Any violation of this policy is a serious offense that will subject the violator to disciplinary and corrective measures, and, where appropriate, referral to a law enforcement agency.

Nothing in this policy is designed or intended, however, to limit the authority of the District or any of its schools to discipline or take corrective or remedial action in response to violent, harmful or disruptive behavior, regardless of whether this policy covers the conduct. Nor does this policy limit the authority of the District or its schools to take immediate interim disciplinary action as set forth in applicable disciplinary codes or policy. The Superintendent and school principals are authorized to delegate their responsibilities under this policy to a designee.

#### II. POLICY DEFINITIONS

For purposes of this Policy:

1. "HARASSMENT": Harassment is unwelcome or inappropriate conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin or ancestry that creates a hostile environment for the student. A hostile environment is created when the conduct is sufficiently severe, persistent or pervasive so that it interferes with or limits a student's ability to participate in or benefit from the district's programs or activities.

2. "OTHER PROHIBITED CONDUCT" means any unwelcome or inappropriate conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin or ancestry that does not involve severe, persistent or pervasive behavior, but will likely create a hostile environment if it persists, by interfering with or limiting the ability of a student(s) to participate in or benefit from the district's programs or activities.

3. Below are examples of violations of this policy, in circumstances where the oral, written, graphic, electronic or physical conduct has had the purpose or effect of creating a hostile environment:

A. "RACE OR COLOR HARASSMENT" includes but is not limited to unwelcome or inappropriate oral, written, electronic or physical conduct that denigrates, demeans or stereotypes a person based on his/her

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<sup>1</sup> Whenever this policy refers to any time frame, it may be extended for good cause, as documented.

actual or perceived race or color, including characteristics of a person's race or color, such as racial slurs or insults, racial graffiti or symbols, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

B. "NATIONAL ORIGIN OR ANCESTRY HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic, or physical conduct which denigrates, demeans or stereotypes a person based on his/her actual or perceived national origin, ancestry, or ethnic background, such as ethnic slurs or insults, negative comments, graffiti or symbols about surnames, country of origin, customs, language, accents, immigration status, or manner of speaking.

4. "DISCRIMINATION" means treating a student or group of students less favorably, or interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school because of that student's race, color, national origin or ancestry, as protected under New Hampshire and federal nondiscrimination laws.

5. "RETALIATION" means retaliating against any person for opposing any act or practice reasonably believed to be discriminatory as prohibited by applicable law and/or this policy, or for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of discrimination, including harassment. Retaliatory acts include overt or covert acts of reprisal, interference, punishment or harassment against an individual or group.

6. "COMPLAINANT" means a student who is the alleged victim of conduct covered by this policy, or his/her parent(s)/guardian(s).

7. "COMPLAINT" means an oral or written report by a student or his/her parent(s)/guardian(s), to a school or District employee alleging that the student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy.

8. "REPORT" means an oral or written report to a school or District employee by anyone other than the student victim or his/her parents/guardians, alleging that a student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy.

### III. POLICY APPLICATION

This policy applies to all sites and activities the Raymond School District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in the District's Policy, "*JICDA-Student Safety and Violence Prevention*."<sup>2</sup>

### IV. REPORTING UNDER THE POLICY

#### Receipt of Reports

1. **School-Level:** The Principal or designee is the person responsible for receiving oral or written reports or complaints at the building level for discrimination, including harassment or retaliation, or other prohibited

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<sup>2</sup> Nothing in this policy should in any way create or should be construed to create an express or implied contract.

conduct, under this policy.

2. **District-Level:** The Superintendent or designee is the District's Title VI Coordinator to receive reports or complaints of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy, against the District, a District-level employee, or a building Principal. If the report or complaint involves the Superintendent, it shall be filed directly with the School Board.

### **Student Reporting**

3. Any student (or a parent/guardian of a student) who becomes aware of or who believes he/she, or another student, has been the victim of discrimination, including harassment or retaliation, or other prohibited conduct, in violation of this policy, is strongly encouraged to immediately report the alleged act(s) to the Principal or designee, but shall report the act(s) within ninety (90) calendar days of the alleged occurrence. The reporting time may be extended for good cause. The principal or designee shall immediately notify the Superintendent of the complaint or report. If the student is more comfortable reporting the alleged act(s) to a person other than the Principal, the student (or his/her parent/guardian) may tell any school or District employee about the alleged discrimination, including harassment or retaliation, or other prohibited conduct. That employee shall report that information to the appropriate administrator.

4. If the complaint or report is against a building Principal, it shall be filed directly with the Superintendent or designee.

5. The District encourages the reporting party or complainant to use the report/complaint form available from the Principal of each building or available from the Superintendent's office, and available on the district's Website. Use of the formal reporting form, however, is not mandatory.

### **Staff Reporting**

6. Any Raymond School District employee, volunteer or independent contractor who witnesses, receives a complaint or report of, or has knowledge or belief that a student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy shall inform the Principal or designee as soon as possible, but by no later than the end of that school day, and shall also transmit a written report to the Principal or designee by no later than the beginning of the next school day. If the complaint or report involves the building Principal, it shall be filed directly with the Superintendent.

## **V. PROCEDURE UPON RECEIPT OF COMPLAINT OR REPORT**

1. Upon receipt of a complaint or report under this policy, the Principal or designee shall commence an investigation consistent with the provisions of Section VI of this Policy and forward a copy of the written complaint or report to the Superintendent within one school day.

2. In the event of a conflict or other circumstance that prevents the Principal and designee from investigating the report or complaint, including where the Principal and designee are directly and personally involved with a complaint or are closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation. If the report or complaint is against the Principal, the Superintendent or designee shall investigate the report or complaint.

3. After receipt of a complaint or report, the Principal or designee will attempt to identify and obtain the cooperation of the student who is the victim of the alleged conduct, if there is one. An investigation shall proceed even if a student is reluctant to fill out the designated complaint or reporting form and chooses not to

do so. Even where the Principal or designee does not obtain the identity of or cooperation by the alleged victim(s), the Principal or designee will investigate the allegations, to the extent feasible.

#### **Notification of Parents/Guardians**

4. Within 48 hours (not including weekends or holidays) of receiving a complaint or report under this policy, the Principal or designee shall notify the parents/guardians of a student who has been reported as a victim and to the parents/guardians of a student who has been reported as a perpetrator. Such notification may be made by telephone, writing or in-person. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the investigative report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

#### **Waiver of Notification Requirement**

5. The Superintendent may, within a 48 hour time period (not including weekends or holidays), grant the Principal a waiver from the requirement that the parents/guardians of the alleged victim and the alleged perpetrator be notified of the filing of a complaint or report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted by the Superintendent shall be in writing to the Principal.

### **VI. RESOLUTION PROCESS: DETERMINING WHETHER TO APPLY THE FORMAL OR INFORMAL PROCEDURE**

#### **A. SELECTING APPROPRIATE RESOLUTION PROCEDURE**

1. After the Principal or designee receives a complaint or report, (s)he shall determine whether to resolve the complaint or report through a Formal or Informal Resolution Procedure.

2. The Principal or designee shall commence a Formal Resolution Procedure and investigation under Section C, if any one of the following apply:

- (1) the complaint or report involves an allegation of severe, persistent or pervasive harassment, or other serious form of discrimination or retaliation;
- (2) there is a pending Formal Resolution Procedure against the alleged perpetrator;
- (3) the alleged perpetrator has previously been found to have violated this policy after a Formal Resolution Procedure;
- (4) the alleged conduct involves physical harm to a person or is serious enough that it may place a person at physical risk;
- (5) the incident has resulted in a criminal charge;
- (6) the alleged perpetrator is an employee, volunteer or independent contractor;
- (7) the incident involves a referral to the Division of Youth, Children & Families, Department of Health and Human Services; or
- (8) where a Formal Resolution Procedure is otherwise appropriate under the circumstances.

3. The Informal Resolution Procedure is applicable only if it involves an allegation of "other prohibited conduct," as defined in Section II, and if the parties agree to voluntarily participate. If the parties do not agree to voluntarily participate, or an Informal Resolution Procedure is not deemed appropriate, the Principal or designee shall address the matter under the Student Code of Conduct.

## **B. INFORMAL RESOLUTION PROCEDURE**

1. **MEETING SEPARATELY WITH PARTIES:** Where an Informal Resolution Procedure is initiated, the Principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days), to review and explain the informal resolution procedures, answer any questions, and explain the prohibition against retaliation.
2. **VOLUNTARY RESOLUTION:** If appropriate, after completing any initial information gathering or investigation the Principal or designee deems necessary to reach a voluntary resolution, (s)he will propose a resolution. The Principal or designee shall invite the parents/guardians of the complainant and the alleged perpetrator to attend the resolution meeting. If the complainant, the alleged perpetrator and their parent(s)/guardian(s) agree with the proposed resolution, the Principal will write down the resolution, and the complainant and the alleged perpetrator, and their parent(s)/guardian(s), if present, will sign it, and each person will receive a copy. At the meeting, the Principal will again explain the prohibition against retaliation. The primary focus of the voluntary resolution is to effectively correct the problem and end the reported conduct, which may include disciplinary action.
3. **FAILURE OF VOLUNTARY RESOLUTION:** If the complainant and alleged perpetrator cannot agree to an informal resolution, or if at any time after the informal resolution, the Principal or designee determines that the problem is not corrected, the Principal or designee will apply the Student Code of Conduct, under Policy JICD, or initiate a Formal Resolution Procedure.

## **C. FORMAL RESOLUTION PROCEDURE**

### **Investigation-Related Procedures**

1. **MEETING SEPARATELY WITH PARTIES:** The Principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days), to inform them about the formal resolution procedures and explain the prohibition against retaliation. The Principal or designee shall also ask the complainant what (s)he believes may help make him/her feel safe from discrimination, including harassment or retaliation, or other prohibited conduct, pending the conclusion of the investigation.
2. **PROMPT INVESTIGATIONS:** Upon receipt of a complaint or report, the Principal or designee shall promptly (by no later than 2 school days), initiate an investigation into the alleged act(s). The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The Principal will complete the investigation as soon as practicable, not to exceed ten (10) school days after receipt of the complaint or report, except for good cause (as documented in the investigatory file). If the Principal needs more than ten (10) school days to complete the investigation, the Superintendent may grant an extension of up to seven (7) school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
3. **INVESTIGATION ACTIVITIES:** The investigation may consist of documented personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The parties shall have the opportunity to identify witnesses and other evidence. The investigation may also consist of a visit to the incident site and review of documents and physical evidence deemed pertinent by the investigator, including information regarding any prior incident(s) committed by the alleged perpetrator. The alleged victim and alleged perpetrator will be interviewed separately. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances.

4. **COMMUNICATION DURING INVESTIGATION:** The Principal will make reasonable efforts to regularly inform the complainant and the alleged perpetrator(s) and their parents/guardians of the status of the complaint, and the anticipated conclusion of the investigation, and the determination.
5. **INTERIM MEASURES TO PROTECT SAFETY:** The Principal or designee shall take reasonable steps (s)he determines is necessary and/or advisable to protect the complainant, other students, and employees, to the extent practicable, from further incidents or from retaliation pending the outcome of the investigation.
6. **VICTIM ASSISTANCE:** The Principal or designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.
7. **CONFIDENTIALITY:** The District will respect the privacy of the complainant, the alleged perpetrator(s), and the witnesses to the extent possible, consistent with this policy, federal and state civil rights laws and confidentiality laws and regulations, and with the District's Education Records Policies.
8. **FINDINGS AND RECOMMENDATIONS:** Upon completion of an investigation, the Principal or designee will evaluate the evidence and determine whether the allegations have been substantiated and whether the policy has been violated by a preponderance of the evidence. The Principal or designee will prepare a final investigative report that includes his or her findings, and when a violation is found, recommend appropriate disciplinary, corrective and remedial measures.
9. **BASIS FOR DETERMINING WHETHER POLICY VIOLATED:** In making a determination, the Principal or designee will consider all the facts and surrounding circumstances, including, for example, the context, nature, frequency and severity of the behavior, how long the wrongful conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and the extent to which the conduct adversely affected the education or school environment of the victim and other school community member(s).
10. **REPORTING SUBSTANTIATED INCIDENTS TO THE SUPERINTENDENT:** Upon completion of the investigation, the Principal or designee shall forward all substantiated reports under this policy to the Superintendent.

#### **D. COMMUNICATING WITH PARTIES**

**COMMUNICATION UPON COMPLETION OF INVESTIGATION:** Once the investigation concludes, and a determination made, the Principal or designee shall promptly notify the students involved of the findings and the result of the investigation. Within twenty four (24) hours of making the determination, the Principal will attempt to notify via telephone the parents/guardians of the alleged victim and alleged perpetrator of the results of the investigation, and will also send a letter to the parents/guardians notifying them of the results of the investigation, and, as appropriate, any action taken. The Principal shall offer a meeting to the parents/guardians. If the parent(s)/guardian(s) requests, the Principal shall schedule a separate meeting with the parties to further explain his/her findings and reasons for his/her actions. Any information provided under this policy shall be provided in accordance with the confidentiality requirements of the Family Educational Rights Privacy Act (FERPA) and other laws concerning student privacy, and the Raymond School District's Education Records policy.



## **VII. POST-INVESTIGATION RESPONSE**

### **A. TAKING APPROPRIATE DISCIPLINARY, CORRECTIVE AND REMEDIAL ACTION**

1. **TAKING APPROPRIATE ACTION:** If a complaint or report is substantiated, the Principal or designee shall promptly decide on the appropriate action, based on the investigative findings. Such action shall include imposing discipline and/or corrective and remedial action reasonably calculated to end the conduct, deter future conduct, and remedy the effects of the discrimination, including harassment or retaliation, or other prohibited conduct, on the student victim(s) and the school community, as applicable. Should the Principal recommend discipline more serious than a written reprimand for a school employee, such discipline is subject to review by the Superintendent.

2. The District will discipline and take appropriate action against any Raymond School District student, employee, volunteer or independent contractor who retaliates against any person in violation of this policy.

### **B. DISCIPLINARY CONSEQUENCES FOR VIOLATING THE POLICY**

#### **IMPOSING DISCIPLINE ON STUDENTS:**

1. The District reserves the right to impose disciplinary measures or other consequences against any student who violates this policy, intentionally falsely accuses another student of violating this policy, or retaliates against any student or witness in violation of this policy.

2. Discipline of a student may include, but is not limited to, a written warning; short-term or long-term suspension, or expulsion, or any other action authorized by and consistent with the Student Code of Conduct. Students facing discipline will be afforded all due process required by law.

3. **DISCIPLINE FOR STUDENTS WITH DISABILITIES:** The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA") and Section 504 of the Rehabilitation Act of 1973.

4. **ACTION CONCERNING EMPLOYEES:** Disciplinary and corrective action concerning an employee may include, but is not limited to, an oral or written warning or reprimand, providing supervision and training, and suspension or termination of employment.

5. **ACTION CONCERNING SCHOOL VOLUNTEERS:** Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, supervision and training, a written warning, limiting or denying access to school premises or school-related programs or activities, and suspending or terminating the volunteer relationship.

6. **ACTION CONCERNING INDEPENDENT CONTRACTORS:** Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to train, warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related programs or activities; and terminating the contract.

7. **ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS:** Corrective action concerning any other school community member, including parents/guardians, and visitors to Raymond schools, may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor access to school premises or school-related programs or activities.

## C. APPLYING CORRECTIVE AND REMEDIAL MEASURES FOR STUDENTS

1. **APPLYING CORRECTIVE ACTION:** Corrective action concerning a student victim may include, but is not limited to, adopting a written safety plan to identify protective measures. Corrective action for the perpetrator may include, but is not limited to, classroom transfer; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; increased adult supervision on school premises; complying with a non-contact order, parent/guardian conferences; a voluntary apology to the victim; awareness training (to help the student perpetrator understand the impact of the behavior); and/or any other action consistent with the Student Code of Conduct.
2. **PREVENTION AND REMEDIATION:** The District will employ prevention and remediation strategies reasonably calculated to remedy the effects of the discrimination, including harassment and retaliation, or other prohibited conduct, on the victim and the school community and to provide a safe school climate. Remedial action may include providing or referring the student complainant for counseling or victim assistance services and/or tutoring; or special educational support for students with disabilities. Remedial action may also include modifying school-wide policies or practices and sponsoring anti-harassment, anti-discrimination, or related training for school staff and/or students.

## VIII. APPEALS

1. **First Level Appeal for the Complainant:** The complainant may appeal the investigative determination, or the corrective or remedial action taken for him/her, if any, to the Principal or designee within ten (10) calendar days of receipt of notice of the determination. The Principal or designee will review the case and determine whether to reopen the investigation. Written notice of the Principal or designee's decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.
2. **Second Level Appeal for the Complainant:** The complainant may appeal, in writing, the Principal or designee's decision to the Superintendent or designee within ten (10) calendar days. The Superintendent or designee shall review the case and determine whether to reopen the investigation. Written notice of the decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.
3. **Third Level Appeal for the Complainant:** If the complainant is not satisfied with the Superintendent's determination, (s)he may submit a written appeal to the School Board, or its designee, within ten (10) calendar days of the Superintendent's decision, except for good cause, as documented in writing. Written notice of the decision shall be provided to the complainant within forty five (45) calendar days of the filing of the appeal, except for good cause, as documented in writing.
4. **Appeal for the Perpetrator:** A student disciplined under this policy is referred to the Student Code of Conduct and Policy JICD; and for employees, applicable collective bargaining agreements; and for students and employees, to applicable federal and New Hampshire state laws.

## IX. OTHER LEGAL REMEDIES

1. At any time, whether or not an individual files a complaint or report under this policy, an individual may file a complaint with the Office for Civil Rights, within the United States Department of Education, or with the New Hampshire Commissioner of Education, or may initiate a civil action. If a complaint is filed with the Office

for Civil Rights, within the United States Department of Education, it must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

- A. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, Suite 900, Boston, MA 02109-1491; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; TTY/TDD: (877) 521-2172; Website: [www.ed.gov/ocr](http://www.ed.gov/ocr); Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)
- B. New Hampshire Commissioner of Education, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301-3494; Telephone number: (603) 271-3494; TDD Access: Relay NH 711

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

**Legal References** Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c (Title IV)  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq. (Title VI), RSA193-F:3, Student Safety and Violence Prevention Act Adopted: June 20, 2012

**Raymond School District Policy – JKA**  
**CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT**

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.

Physical restraint is authorized when needed to protect the safety of the individual student and/or other students and employees. Documentation of any incident requiring such restraint will be given to the Principal.

The Raymond School District authorizes staff members to use physical restraint in limited situations. Physical restraint may be used only under the following conditions:

1. Physical action of a student creates a substantial risk of harm to self or others;
2. All other positive interventions have failed, or the level of immediate risk prohibits exhausting other means;
3. Staff is trained in Crisis Prevention Intervention or an equivalent program.

Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution and the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences.

Physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the District approved training program. The purpose of the restraint should be to assist the student to regain emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it should be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Restraint should be carried out by trained persons authorized by the Superintendent or his/her designee. Untrained staff members are limited to physically intervening by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible.

**Definitions**

1. Physical restraint occurs whenever a staff member physically restricts a child's movement against his or her will. Physical restraint is a temporary measure to be used only when necessary to facilitate care, welfare, safety, and security for all.
2. Substantial risk is the serious, imminent threat of bodily harm where there is the ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to diffuse the situation have been exhausted and have failed, or the level of risk prohibits exhausting other means.
3. Trained Staff are those individuals who successfully complete and stay current in a training program that results in acquisition of skills in preventing restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.
4. District/facility shall mean the Raymond School District.
5. Parent shall mean the student's parent, legal guardian, surrogate parent or student over the age of 18.

**Reference:**

*RSA 126-U, Limiting the Use of Child Restraint Practices in Schools and Treatment Facilities*  
*RSA 627:6, II, Physical Force by Persons with Special Responsibilities*  
*New Hampshire Rules for the Education of Children with Disabilities*  
*Guidance on Considering the Use of Physical Restraints in New Hampshire School Settings,*  
*Crisis Prevention Task Force Report, Spring 2005*

Adopted: November 4, 1976, Revised August 1, 2002

# Raymond School District Policy - JHB

## TRUANCY

### Truancy

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

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

A full-day presence is defined as a student who attends 4 or more hours of instructional time. A half-day presence is defined as a student attending at least 3, but less than 4, hours of instructional time. A full-day absence is defined as a student attending less than 3 hours of instructional time.

The Principal or School Resource Officer is hereby designated as the District employee responsible for overseeing truancy issues. A School Resource Officer shall not file a petition alleging that a child is in need of services pursuant to RSA 169:D-2, II (a) until all steps in the school district's intervention process under RSA 189 have been followed.

### Intervention Process to Address Truancy

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

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

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parent(s)/guardian(s) in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;

### Parental Involvement in Truancy Intervention

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

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

### Developing and Coordinating Strategies for Truancy Reduction

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

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

notification of absences to parents/guardians.

2. Assist school staff to develop site attendance plans by providing developmental strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

#### Parental Notification of Truancy Policy

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.

Additionally, the Superintendent shall also ensure that this policy is referenced in the student handbook.

#### Legal References:

*RSA 189:34, Appointment*

*RSA 189:35-a, Truancy Defined*

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

*RSA 193:7 Penalty*

*RSA 193:8, Notice Requirements*

*RSA 193:16 Bylaws as to Nonattendance*

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

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

Adopted: August 1, 2002

Revised: March 16, 2011

**Raymond School District Policy - JICD**  
**STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS**

Inappropriate student conduct that causes material and substantial disruption to the school environment interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, long-term suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A long-term suspension will not exceed an additional ten days. A restriction from school activities means a student will attend school and classes but will not participate in practice or other extra-curricular activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

The Superintendent may modify expulsion requirements as provided in RSA 193:13, IV.

Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual with Disabilities Education Act (IDEA).

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies. Students and parents/guardians will be notified annually of this policy.

**Legal References:** RSA 193:13, *Suspension & Expulsion of Pupils*, NH Code of Administrative Rules; Section Ed 306.04(a)(3), *Student Discipline*; NH Code of Admin. Rules, Ed 306.04(f), *Student Discipline*; NH Code of Admin. Rules, Ed 317.04(b), *Disciplinary Procedures*  
See Appendix: JICD-R

Adopted: August 1, 2002 Revsied: June 3, 2009, May 2, 2012



## **Raymond School District Policy - JICI WEAPONS ON SCHOOL PROPERTY**

Weapons are not permitted on school property, in school vehicles or at school-sponsored activities. This policy applies to students, faculty, and members of the public alike. Student violations of this policy will result in both school disciplinary action (described below) and notification of local law enforcement authorities. Faculty violations of this policy will be subject to discipline, up to and including dismissal, and the notification of local law enforcement authorities. Members of the public who violate this policy will be reported to local law enforcement authorities.

The term "weapons" includes, but is not limited to, firearms or other dangerous weapons as defined by 18 U.S.C. § 921 and RSA 159 which includes, but is not limited to, rifles, pistols, revolvers, pellet guns, BB guns, paintball guns, knives, slingshots, metallic knuckles, firecrackers, billy-clubs, taser, stilettos, switchblade knives, sword canes, pistol canes, blackjacks, daggers, dirk knives, explosives, incendiary devices, martial arts weapons or self-defense weapons or any other substances, object or thing which, by appearance or function, in the manner to be used or threatened to be used, is known, thought to, or capable of producing death or bodily injury.

A violation of this policy by any person will result in an immediate report to the principal or designee who shall in turn notify the police. A student violation of this policy will result in immediate confiscation of the weapon and notice to the student's parents or guardians. If a student violation involves a firearm (as defined by U.S.C. § 921), the School Board shall expel the student from school in accordance with RSA 193:13, III, and applicable school policies for a period of not less than one year (365 days). If a student violation involves the possession of a pellet or BB gun, rifle or paintball gun, then the student may be expelled by the School Board pursuant to RSA 193:13, II and applicable school policies. Any expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable laws.

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

Certain weapons listed above (i.e. those used during martial arts training) may be permitted for specific educational activities and only with the express written permission of the Superintendent of Schools. Weapons under control of law enforcement personnel are permitted.

### **Legal References:**

*18 U.S.C. § 921 Et seq., Firearms*  
*20 U.S.C. § 7151, Gun-Free Schools Act*  
*RSA 193-D, Safe School Zones*  
*RSA 193:13, Suspension and Expulsion of Students*  
*NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process*

### **Statutory/Regulatory Reference:**

*RSA 193-D*  
*RSA 193-13*  
*ED. 317*

*See Appendix JICD-R*

Adopted: November 16, 1992  
R/R: 10/6/94, 3/23/95  
Revised: August 1, 2002  
Revised: February 16, 2011

## Raymond School District Policy – IJND

### VIDEO AND AUDIO RECORDING IN CLASSROOMS

The Raymond School District values the use of technology in its classrooms and considers technology a crucial component in the education of its student body. The use of audio, visual and photographic recording equipment in classrooms provides for a number of educational benefits, including recording classes when students are absent or unable to take notes, recording classroom presentations, and recording a drama or music class for instructional purposes. The Raymond School District permits all classroom recordings which provide an educational benefit subject to the requirements of this Policy.

The School District, its teachers, or any other staff may not use audio, visual or photographic recording equipment in classrooms without the written consent from the classroom teacher, any adult student, and the parent/guardian of any minor student in the classroom who may be affected by the recording. Consent will be required as a condition for a student's enrollment in courses which feature audio, visual or photographic recording equipment as a core component of the course.

This policy applies only to recording that takes place in the classroom. The recording of ceremonies and extracurricular activities, such as sporting events or theatrical productions, does not require the consent described in this policy. Additionally, the Raymond School District must continue to comply with all applicable federal laws (including, but not limited to, the Individuals with Disabilities Education Act, the Americans with Disabilities Act, the Family Education Rights and Privacy Act, and Section 504 of the Rehabilitation Act of 1973) regardless of whether written permission is obtained from all teachers and students who may be affected by a recording. Written consent is not required from all students or teachers in a classroom when a recording is made in accordance with a student's IEP or 504 Plan.

This policy will be published yearly in each student handbook beginning in the 2016-17 academic year. Consent from teachers, adult students, and the parent/guardian of any minor student will be obtained at the beginning of each school year by distributing and having each teacher, adult student and parent/guardian sign a permission slip, specifically consenting to being recorded in the classroom. For those courses that have started prior to the adoption of this policy, permissions slips will be distributed as soon as is practicable. The Superintendent will be responsible for delegating the distribution and receipt of the permission slips.

This policy has been adopted following a public hearing by the Raymond School Board on December 16, 2015.

*Legal References:*  
*NH RSA 189:68, IV.*

Adopted: December 16, 2015

## Raymond School District Policy – IJOC VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents/guardians and other citizens. In working with volunteers, a District staff shall clearly explain the volunteer's responsibility.

The Superintendent is responsible for developing and implementing procedures for the utilization of volunteers. The selection of volunteers will be consistent with those policies and procedures under the direction of the Superintendent or his/her designee.

The voluntary help of citizens should be requested by staff through administrative channels to assist in conducting selected activities and/or to serve as resource persons. Staff members shall receive training in assignment of duties and supervision and evaluation of volunteers.

### Designated Volunteers

Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

- A. Comes in direct contact with students on a daily basis;
- B. Meets regularly with students;
- C. Meets with students on a one-on-one basis;
- D. Any other volunteer so designated by the School Board or Superintendent.

Designated volunteers are subject to the provisions of Policy GBCD – Background Investigation and Criminal Records Check.

### Volunteer Duties

- A. Complete an application form describing their skills, interests and availability.
- B. Serve in the capacity of assistants and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.
- C. Sign a confidentiality agreement, and refrain from discussing the performance or actions of a student except with the student's teacher, counselor or Principal.
- D. Refer any student problem that arises, whether of an instructional, medical or operational nature, to a regular staff member.
- E. Receive orientation, including
  1. General job responsibilities
  2. Information about school facilities, routines, and procedures, including safety and evaluation
  3. Work schedule and place of work
  4. Expected relationship to regular staff
- F. Receive appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal in consultation with the volunteer coordinator.
- G. The school district employee with whom the volunteer is working is should have assignments and activities clearly defined and in writing.
- H. Receive evaluation and acknowledgment for their services.
- I. Volunteers may be terminated when:
  1. Program and/or duties are no longer needed;
  2. They are replaced by paid staff; or
  3. In the sole judgment of the administration, their conduct does not meet the standards of the District. Coaches

Volunteer coaches of individual sports must be certified in that sport and be in compliance with the standards set by NHIAA.

Volunteers should only function under direct supervision of a school employee.

Statutory/Regulatory Reference: - RSA 189:13a

Adopted: August 1, 2002

Revised: August 27, 2008



# Raymond School District Calendar 2017-2018 School Year

(Updated April 19, 2017)

<b>August 2017</b>		(4)				
M	T	W	T	F		
	1	2	3	4		
8/22 New Teachers	7	8	9	10	11	
8/23 - District In-Service	14	15	16	17	18	
8/24 - Teacher In-Service	21	22	23	24	25	
8/25 - Teacher In-Service	28	29	30	31		
8/28 - First Day of School						

<b>January 2018</b>		(21)				
M	T	W	T	F		
1	2	3	4	5	1/1 Holiday Break	
8	9	10	11	12		
15	16	17	18	19	1/15 - Civil Rights Day	
22	23	24	25	26		
29	30	31				

<b>September 2017</b>		(19)				
M	T	W	T	F		
				1		
9/4 - Labor Day	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
9/29 - Teacher In-Service	25	26	27	28	29	

<b>February 2018</b>		(17)				
M	T	W	T	F		
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28			2/26-3/2 Winter Break	

<b>October 2017</b>		(21)				
M	T	W	T	F		
2	3	4	5	6		
10/9 - Columbus Day	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

<b>March 2018</b>		(19)				
M	T	W	T	F		
			1	2		
5	6	7	8	9		
12	13	14	15	16	3/13 - Teacher In-Service	
19	20	21	22	23		
26	27	28	29	30		

<b>November 2017</b>		(18)				
M	T	W	T	F		
		1	2	3		
11/10 - Veteran's Day Observed	6	7	8	9	10	
	13	14	15	16	17	
11/22-11/24 Thanksgiving Break	20	21	22	23	24	
	27	28	29	30		

<b>April 2018</b>		(16)				
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23*	24*	25	26	27	4/23-4/27 Spring Break	
30						

<b>December 2017</b>		(16)				
M	T	W	T	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
12/25-12/29 Holiday Break	25	26	27	28	29	

<b>May 2018</b>		(22)				
M	T	W	T	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31		5/28 - Memorial Day	

Scheduled no school days for students  
Approved by Raymond School Board 4/19/2017

<b>June 2018</b>		(7)				
M	T	W	T	F		
				1		
4	5	6	7	8	6/11 - Last Day of School	
11	12*	13*	14*	15*	6/12 - Teachers Work 1/2 Day	
18*	19*	20*	21*	22		
25	26	27	28	29		

\*Possible snow/emergency make-up days



IHGMS 2017-2018 Master Schedule

5th Grade	Green	White	6th Grade	Green	White	7th Grade	Green	White	8th Grade	Green	White	UA	Green	White	Title I/AIB	Green	White
7:35 - 8:00	HR	HR	7:35 - 8:00	HR	HR	7:35 - 8:00	HR	HR	7:35 - 8:00	HR	HR	7:35 - 8:00					
8:00 - 8:30	MM	MM	8:00 - 8:30	MM	MM	8:00 - 9:30	ELA	Math	8:00 - 9:30	UA	UA	8:00 - 9:30	8	8	9:00 - 10:00	Push In	Push In
8:30 - 10:45	ELA/Math	ELA/Math	8:30 - 10:00	Math	ELA	9:30 - 11:00	UA (1,3,5)	UA (2,4,6)	9:30 - 10:30	ELA	Science	9:30 - 11:00	7 (1,3,5)	7 (2,4,6)	10:00 - 10:45	6	6
10:45 - 11:30	AIB	AIB	10:00 - 10:45	AIB	AIB	11:00 - 11:30	Lunch	Lunch	10:30 - 11:30	Math	Social Studies	11:00 - 11:30	Lunch	Lunch	10:45 - 11:30	5	5
11:30-12:00	Recess*	Recess*	10:45 - 12:30	Social Studies	Science	11:30 - 12:00	Math, Social Studies, Science	Social Studies, Science, ELA	11:30 - 12:00	Lunch	Lunch	11:30 - 12:30	Prep	Prep	11:30 - 12:00	Lunch	Lunch
12:00-12:30	Lunch	Lunch	12:30-1:00	Lunch	Lunch	11:30 - 1:50	Math, Social Studies, Science	Social Studies, Science, ELA	12:00 - 12:55	Science	ELA	12:30 - 1:30	5 (1,3,5)	5 (2,4,6)	12:00 - 12:50	Prep	Prep
12:30 - 1:30	UA (1,3,5)	UA (2,4,6)	1:00 - 1:30	Recess	Recess	1:50 - 2:35	Science	Science	12:55 - 1:50	Social Studies	Math	1:30 - 2:35	6 (1,3,5)	6 (2,4,6)	12:50 - 1:50	Push In	Push In
1:30 - 2:35	Science	Social Studies	1:30 - 2:35	UA (1,3,5)	UA (2,4,6)	1:50 - 2:35	AIB	AIB	1:50 - 2:35	AIB	AIB	1:30 - 2:35	6 (1,3,5)	6 (2,4,6)	1:50 - 2:35	7	8
2:35 - 3:05			2:35 - 3:05			2:35 - 3:05			2:35 - 3:05			2:35 - 3:05			2:35 - 3:00	Parent/Teacher Communication	Parent/Teacher Communication

\* Teacher Lunch

50 Min Prep  
30 min Lunch  
120 min push in/observe





2017-2018 IHGMS Master Schedule - 2 Hr. Delay

5th Grade	Green	White	6th Grade	Green	White	7th Grade	Green	White	8th Grade	Green	White	UA	Green	White	Title I / AIB	Green	White
9:35-10:00	HR	HR	9:35-10:00	HR	HR	9:35-10:00	HR	HR	9:35-10:00	HR	HR	9:35-10:00					
10:00 - 11:10	ELA	ELA	10:00 - 1:10	Math / Social Studies	ELA / Science	10:00 - 10:50	ELA, UA (1,3,5)	Math	10:00 - 10:50	UA	UA	10:00 - 10:50	8	8			
11:10-11:40	Lunch	Lunch			UA (2,4,6)	10:50 - 11:40	UA (1,3,5)	UA (2,4,6)	10:50 - 12:40	ELA / Math	Science / Social Studies	10:50 - 11:40	7	7	10:00 - 12:30	Push in	Push in
11:40-12:10	Recess	Recess	12:10-12:40	Lunch	Lunch	11:40-12:10	Lunch	Lunch	12:40-1:10	Lunch	Lunch	11:40-12:10	Lunch	Lunch			
12:10 - 1:00	UA (1,3,5)	UA (2,4,6)	12:40-1:00	Recess	Recess							12:10 - 1:00	5	5	12:30-1:00	Lunch	Lunch
1:00-2:35	Math / Science	Math / Social Studies	1:00 - 1:50	UA (1,3,5)	UA (2,4,6)	12:10 - 2:35	Math, Social Studies, Science	Social Studies, Science, ELA	1:00 - 2:35	Science / Social Studies	ELA / Math	1:00 - 1:50	6	6	1:00 - 1:50	Prep	Prep
2:35-3:05			1:50 - 2:35	Source/TI file 1	Source/TI file 1	2:35 - 3:05			2:35 - 3:05			1:50 - 2:35	Prep	Prep	1:50 - 2:35	Push in	Push in
												2:35 - 3:05			2:35 - 3:00		

\* Teacher Lunch







2017-18 Master Schedule - 5th Grade UA Rotations

Group

	A	B	C	D	E	F	G	H	I
Day 1	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Chorus	Tech Ed	PE
Day 2	PE	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library	Tech Ed
Day 3	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library

Trimester 1

Day 1	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or Chorus	Health	FCS
Day 2	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health
Day 3	Health	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE

Trimester 2

Day 1	Band or PE	Health	FCS	Band or Library	Tech Ed	PE	Band or Chorus	Art	ICT
Day 2	ICT	Band or PE	Health	FCS	Tech Ed	Tech Ed	PE	Band or Music	Art

Trimester 3

2017-18 Master Schedule - 5th Grade UA Rotations

Group

Day3	A	Art	B	ICT	C	Band or PE	D	Health	E	FCS	F	Band or Library	G	Tech Ed	H	PE	I	Band or Music
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2017-18 Master Schedule - 6th Grade UA Rotations

8/10/17

Group

	A	B	C	D	E	F	G	H	I
Day 1	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library	Tech Ed	PE
Day 2	PE	Chorus or Music	Art	ICT	Chorus or PE	Health	FCS	Chorus or Library	Tech Ed
Day 3	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library

Trimester 1

Day 1	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health	FCS
Day 2	FCS	Chorus or Library	Tech Ed	PE	Chorus or Music	Art	ICT	Chorus or PE	Health
Day 3	Health	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE

Trimester 2

Day 1	Band or PE	Health	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT
Day 2	ICT	Chorus or PE	Health	FCS	Chorus or Library	Tech Ed	PE	Chorus or Music	Art
Day 3	Art	ICT	Band or PE	Health	FCS	Band or Library	Tech Ed	PE	Band or Music

Trimester 3





2017-18 Master Schedule - 7th UA Rotations

8/10/17

Group

	A	B	C	D	E	F	G	H	I
Day 1	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library	Tech Ed	PE
Day 2	PE	Chorus or Music	Art	ICT	Chorus or PE	Health	FCS	Chorus or Library	Tech Ed
Day 3	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health	FCS	Band or Library

Trimester 1

Day 1	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE	Health	FCS
Day 2	FCS	Chorus or Library	Tech Ed	PE	Chorus or Music	Art	ICT	Chorus or PE	Health
Day 3	Health	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT	Band or PE

Trimester 2

Day 1	Band or PE	Health	FCS	Band or Library	Tech Ed	PE	Band or Music	Art	ICT
Day 2	ICT	Chorus or PE	Health	FCS	Chorus or Library	Tech Ed	PE	Chorus or Music	Art

Trimester 3

2017-18 Master Schedule - 7th UA Rotations

8/10/17

Group	A	B	C	D	E	F	G	H	I
Day3	Art	ICT	Band or PE	Health	FCS	Band or Library	Tech Ed	PE	Band or Music

### BUS DUTY SCHEDULE 2017-2018

Week	Bus Lane/Gymn Door	Parking Lot Travel Lane	Parking Lot Walker's Exit
8/28/2017	Datilio	Boucher	Wilcott
9/5/2017	Bronson	Martin	Walker
9/11/2017	White	Murphy	VanLaarhoven
9/18/2017	Burke	Denn	Matulewicz
9/25/2017	Bell	Lees	Simonds
10/2/2017	Hoffman	Poulin	Colburn
10/10/2017	Popieniek	Bridle	Sharrow
10/16/2017	Datilio	Boucher	Wilcott
10/23/2017	Bronson	Martin	Walker
10/30/2017	White	Murphy	VanLaarhoven
11/6/2017	Burke	Denn	Matulewicz
11/13/2017	Bell	Lees	Simonds
11/20/2017	Hoffman	Poulin	Colburn
11/27/2017	Popieniek	Bridle	Sharrow
12/4/2017	Datilio	Boucher	Wilcott
12/11/2017	Bronson	Martin	Walker
12/18/2017	White	Murphy	VanLaarhoven
1/2/2018	Burke	Denn	Matulewicz
1/8/2018	Bell	Lees	Simonds
1/16/2018	Hoffman	Poulin	Colburn
1/22/2018	Popieniek	Bridle	Sharrow
1/29/2018	Datilio	Boucher	Wilcott
2/5/2018	Bronson	Martin	Walker
2/12/2018	White	Murphy	VanLaarhoven
2/19/2018	Burke	Denn	Matulewicz
3/5/2018	Bell	Lees	Simonds
3/12/2018	Hoffman	Poulin	Colburn
3/19/2018	Popieniek	Bridle	Sharrow
3/26/2018	Datilio	Boucher	Wilcott
4/2/2018	Bronson	Martin	Walker
4/9/2018	White	Murphy	VanLaarhoven
4/16/2018	Burke	Denn	Matulewicz
4/30/2018	Bell	Lees	Simonds
5/7/2018	Hoffman	Poulin	Colburn
5/14/2018	Popieniek	Bridle	Sharrow
5/21/2018	Datilio	Boucher	Wilcott
5/29/2018	Bronson	Martin	Walker
6/4/2018	White	Murphy	VanLaarhoven
6/11/2018	Burke	Denn	Matulewicz

## BUS DUTY SCHEDULE 2017-2018

Week	Bus Lane/Gymn Door	Parking Lot Travel Lane	Parking Lot Walker's Exit
<b>A.M. CAFETERIA DUTY 7:35-7:55</b>			
	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>3rd Trimester</i>
	Moule	Lussier	Dunham

### BUS RELEASE PLANS 2016-2017

#### 2:35 WALKERS, PICKUPS, BIKE RIDERS EXIT THE FRONT DOORS

ALL other students will make their way to the gymnasium where the remainder of the dismissal will take place. PINK, ORANGE, AND BROWN go directly out the gym doors. The remaining buses and after school activity students go to the gym.

#### **Bus Duty Personnel**

Arrive at your duty spots before the 2:35 bell.

Dismiss your bus riding/after school activities students to the gymnasium any time after 2:30. Mike will be there to monitor them. If you have students who walk, are picked up, or ride bike...please bring them with you out the front lobby to be dismissed at the bell

\*\*\*People assigned to the three duty locations directing traffic in front of the building are required to wear traffic vests. Please pick one up in front of the building.

\*\*\* BUS LANE/GYMN EXIT DOOR direct traffic in the bus lane until first run of buses leaves. Please ensure that all students exiting the building are using the crosswalk to the parking lot and not the sidewalk near the 5th grade door. When the initial buses leave, move to gym exit doors to call remaining buses as they arrive. Bring walkie talkie...call buses into Mike in gym as they arrive.

\*\*\* PARKING LOT TRAVEL LANE direct traffic in parking lot first traffic lane. Monitor walkers in bus lane as needed. After the large portion of students are picked up, the few remaining can be left at the front door benches and Carla told who is there. These students are to let Carla know when their ride arrives.

\*\*\* PARKING LOT WALKER'S LANE monitor students walking through the second travel lane onto Melody Lane, being picked up, and riding bikes.

# IHGMS DANCE / SOCIAL SCHEDULE

## 2017 - 2018

September 15 <sup>th</sup>	Welcome Back Dance	8th Grade Class
October 27 <sup>th</sup>	5 <sup>th</sup> & 6 <sup>th</sup> Grade Social	5 <sup>th</sup> Grade Team
October 27 <sup>th</sup>	Halloween Dance	7 <sup>th</sup> Grade Class
November 17 <sup>th</sup>	Harvest Dance	Student Council
December 15 <sup>th</sup>	Holiday Dance	BAT Team
January 19 <sup>th</sup>	5 <sup>th</sup> & 6 <sup>th</sup> Grade Social	6 <sup>th</sup> Grade Team
January 19 <sup>th</sup>	Snow Dance	NJHS
February 9 <sup>th</sup>	Valentine's Day Dance	8 <sup>th</sup> Grade Class
March 16 <sup>th</sup>	St. Patrick's Day Dance	Police Explorers
March 30 <sup>th</sup>	5 <sup>th</sup> & 6 <sup>th</sup> Grade Social	5 <sup>th</sup> Grade Team
April 13 <sup>th</sup>	Spring Showers Dance	Chorus / Band
May 11 <sup>th</sup>	5 <sup>th</sup> & 6 <sup>th</sup> Grade Social	6th Grade Team
May 11 <sup>th</sup>	Movie Night (Grades 6 <sup>th</sup> &7 <sup>th</sup> )	7 <sup>th</sup> Grade Class
June 1 <sup>st</sup> or 8 <sup>th</sup>	Recognition Dance	8th Grade Only

The organizations that will sponsor dances are:

5 <sup>th</sup> Grade Class	6 <sup>th</sup> Grade Class	BAT Team
7 <sup>th</sup> Grade Class	8 <sup>th</sup> Grade Class	Police Explorers
Band / Chorus	Student Council	National Junior Honor Society

\*\*If there is an Organization that has been missed that would like to sponsor a dance, please let Carla know.

\*\*If you are unable to hold your Dance please check with another Group. They may be able to have the Dance. The sooner the better. Remember: the Students look forward to these dances.



# 2017 - 2018 I.H.G.M.S. FUNDRAISER CALENDAR

## Dates - \*\*Group - \*\*\*Product / Event

(UPDATED 8/3/2017)

You must complete a "Fundraiser Approval Form" before your Group can hold a Fundraiser

August - June	**I.H.G.M.S. - PCG
***Box Tops for Education	
September - December	**I.H.G.M.S. - PCG
***Hannaford Helps Schools Program	
September - January	**8 <sup>th</sup> Grade Class (Ind. Washington D.C. Trip)
***Candy Bar Sales	
September 5 <sup>th</sup> - September 26 <sup>th</sup>	**5 <sup>th</sup> Grade Class
***Yankee Candle	
September 11 <sup>th</sup> - September 15 <sup>th</sup>	**IHGMS Library
***Book Fair	
September ?? <sup>th</sup>	**National Junior Honor Society
***Cookie Walk at Open House	
September 12 <sup>th</sup> - September 28 <sup>th</sup> @ 8:00AM	**7 <sup>th</sup> Grade Class
***Penny Challenge	
October 17 <sup>th</sup> - October 31 <sup>st</sup>	**8 <sup>th</sup> Grade Class
***Pie Sales	
October 31 <sup>st</sup>	**Student Council
***Halloween Costume Day (cost \$1.00)	
November 1 <sup>st</sup> - November 17 <sup>th</sup>	**National Junior Honor Society
***Canned Food Drive	
November 6 <sup>th</sup> - December 6 <sup>th</sup>	**5 <sup>th</sup> Grade Class (Ind. Nature's Classroom)
***Little Caesar's Pizza Kits	
November 21 <sup>st</sup>	**National Junior Honor Society
***Hat Day (cost \$1.00)	
November 28 <sup>th</sup> - December 12 <sup>th</sup>	**Yearbook Club / Math Counts Club
***School Apparel	
December 5 <sup>th</sup> - December 22 <sup>nd</sup>	**BAT Team
***Candy Grams	
January 2 <sup>nd</sup> - January 31 <sup>st</sup>	**Student Council
***Pennies for Patients	
February 1 <sup>st</sup> - February 14 <sup>th</sup>	**7 <sup>th</sup> Grade Class
***Valentine's Day Carnation Sales	
February 15 <sup>th</sup> - March 5 <sup>th</sup>	**5 <sup>th</sup> Grade Class (Ind. Nature's Classroom)
***Little Caesar's Pizza Kits	
February 19 <sup>th</sup> - February 23 <sup>rd</sup>	**Student Council
***Spirit Week (not a Fundraiser)	
March 23 <sup>rd</sup>	**Parent Core Group
***RAFFLEMANIA	
May 2 <sup>nd</sup> - May 16 <sup>th</sup>	**Yearbook Club / Math Counts Club
***School Apparel	





**PARA DUTY SCHEDULES  
2017-2018**

**Arrival 7:40-7:55**

5th bathrooms	Brennan
6th bathrooms	Ayres
7th bathrooms	Auclair
8th bathrooms	Buckingham
5th pods	Vaillancourt
6th pods	Livingston
7th pods	Newton
8th pods	Norris
Lobby bottom	Boucher
Front door	Bolduc
Guidance door	Petit

**Hallways Daily \*arrive before student travel as often as possible**

Caf bathrooms	Livingston	8:00	9:30	1:30	2:35
7th green stairway(top)	Newton	9:30	11:00	2:35	
7th blue stairway (top)	Auclair	9:30	11:00	2:35	
7th green stairway(bottom)	Brennan	9:30	11:00	2:35	
7th blue stairway(bottom)	Vaillancourt	9:30	11:00	2:35	
8th bathrooms	Norris	8:00	9:30	11:30	2:35
8th blue stairway(top)	Buckingham	8:00	9:30	11:30	2:35
Lobby bottom	Ayres	8:00	9:30	11:30	1:30 2:35
Lobby top	Petit	8:00	9:30	11:30	1:30 2:35
Guidance door	Boucher	8:00	9:30	1:30	2:35
Art display case	Bolduc	8:00	9:30	1:30	2:35

**Para Lunches**

10:30-11:00	New Hire (AB)	Auclair	Newton		
11:00-11:30	Creed	Forte	Smith		
11:30-12:00	George	Buckingham	Norris	Marr	Childs
12:00-12:30	Vaillancourt	Brennan	Fournier		
12:30-1:00	Petit	New Hire (CP)	Maher	Livingston	Duff Boucher
1:00-1:30	Ayres	Bolduc			

ISR	10:15-10:30	Auclair
	12:30-1:00	Bolduc

As of 7/19/2017

### Lunch Duty

7th	11:00-11:30	AB hire(Bathroom)-blue, Newton-green/left, Auclair(L)/right
8th	11:30-12:00	Petit(Bathroom)-green, Fournier-BP,AL,CC), Vaillancourt(L) George-blue,right
5th	12:00-12:30	Ayers(Bathrooms)-blue,Petit-green/left, Smith(L)-right
6th	12:30-1:00	Ayres(Bathroom)-blue, Brennan-green/left, Vaillancourt(L)-right

\*color designates group of students leading out of caf.

side designates side of caf to monitor

(L) indicates lunch leader

### Recess Duty

5th	11:30-12:00	Smith(BM)-blue	Brennan(L)-(playground/foursquare)
		Ayers(BB court/pavilion)-green	Papamichael(gaga pit)
6th	1:00:1:30	Vaillancourt(T)	Petit(L)-(BB court/pavilion)
		Livingston(gaga pit)-green	
		Brennan(playground/foursquare)-blue	

(L) indicates recess leader    Color indicates group to supervise

5th-lead out/in & supervise in pod, lead to caf

6th-lead in/supervise in pod

Location indicates designated location to monitor

### AIB Supervision

### Resource Room

5th	10:45-11:30	AIB/Ayers	RM 144	Brennan,Petit, Vaillancourt/RR 149
6th	10:00-10:45	AIB/Livingston	RM 144	Boucher,Bolduc/RR 132
7th	1:50-2:35	AIB/Bolduc	RM 144	Auclair, Newton, AB hire/RR 224
8th	"	AIB/Boucher	RM 219	Buckingham, Norris, George, Marr/RR 201

## IHGMS Grading Procedures

The Raymond School District is pleased to inform you that in our continuing effort to provide instant and up-to-date information to parents, all progress reports, report cards and other student information will be distributed via our online student information system.

Information on how to create a PowerSchool Parent Portal account has been mailed home over the summer. All parents must have an account to receive report cards, progress reports, bulletins, and other important information. If you need assistance with creating a Parent Portal account or assistance with accessing the information in your Parent Portal, please contact the school.

IHGMS uses a standards based approach to grading and reporting. The purpose of grade reporting is to communicate information about levels of student achievement on specific learning goals which are our standards. Standards describe what students should know and be able to do in each subject area at each grade level. Standards based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area. The guiding document is the Common Core State Standards.

Standards based reporting shows teachers, parents and students the level of progress with specific skills and concepts within the subject area. This approach provides parents and students with more detailed information about specific areas of strength as well as those areas that may need further study and support.

Our reporting practices are guided by the belief that achievement should be used to communicate levels of student performance on specific learning goals. Behaviors, including but not limited to effort and participation, will no longer influence a student's academic achievement. Student achievement and academic success are essential and through the revised grading practices will be more fair, consistent, and fluid across grade levels. Standards based grading provides clearly defined learning targets and specified levels of achievement.

### Key Terms:

- **Standard** is a statement that identifies what students should know and be able to do at the end of the year.
- **Assessment** is the ongoing process of describing or gathering data about student performance in order to document student progress toward meeting a standard.
- **Performance levels** are used to evaluate and report what students know and are able to do.
- **Rubric** is a tool used to score or rate students' performance on tasks. It generally consists of a fixed measurement scale, a set of clear criteria, and performance descriptions for each criteria on each level of the scale.

### Grading Scale:

A+	97 & above	B+	87-89	C+	77-79	D+	68-69	F	50-64
A	93-96	B	83-86	C	73-76	D	66-67	I	(No Score)
A-	90-92	B-	80-82	C-	70-72	D-	65		

The Raymond School District uses a fifty point scale, 50 - 100, to score all assessments.

**Formative Assessments & Formative Practice**, also known as practice and preparation, are assessments *for* learning. These assignments inform teachers, students and parents of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assignments that fall into this category include but are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Entrance/exit slips
- First drafts of writing assignments
- Graphic organizers and brainstorming
- Informal observations of student work
- Pre-tests
- Other class work not listed

**Summative Assessments** are assessments of learning. These assessments allow teachers to measure the level of student achievement of a standard(s). The types of assessments that fall into this category include but are not limited to:

- Tests
- Projects
- Presentations
- Performance Assessments
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

Formative assessments will not be used to determine student performance levels. Summative assessments will be used to determine student attainment of grade level standards, as well as exceeding those standards.

Formative assessments will be 10% of the final grade and summative assessments will be 90% of the final grade. Formative practice will not be graded but will be marked "Collected" or "Missing" in the teacher grade book.

Formative assignments (assessments and practice) are not optional assignments and need to be completed by the students to the best of their ability. These assignments are meant to provide students with the practice so that they can master the knowledge and skills of the content that is being shared with them. Formative assignments are also indicators to the students and their teachers of where the students are at in the learning progression toward mastery of the concepts and skills being learned.

If students do not complete the formative assessments and practice assigned to them they may be assigned to complete that work prior to participating in other activities. Possible consequences to not completing missing work in a timely manner may include, but not limited to, loss of privileges, being assigned to missing work sessions during Academic Intervention Block (AIB), and/or being assigned to in-school restriction until the work is completed.

The percentage scores and letter scores will appear in the Parent Portal of PowerSchool. All grade reporting will be done online via PowerSchool.- NO HARD COPY OF PROGRESS/REPORT CARDS WILL BE AVAILABLE unless requested by the parent. All parents will be provided with a Username and Password to access PowerSchool Parent Portal at the beginning of each school year.

#### **Entering Grades into Teacher Gradebooks:**

- Raw scores on assignments or assessments less than, or equal to, 50 will be entered into the gradebook as a 50.
- Raw scores on assignments or assessments greater than 50 will be entered into the gradebook as the raw score.
- Assignments or assessments not completed will be entered into the gradebook as a 50 with the identifier that it is missing prior to grade reporting periods.

#### **IHGMS Summative Retake Procedure**

The purpose of having students retake summative assessments is for them to have the ability to demonstrate mastery of the knowledge and skills being assessed.

Students who have a score of less than a C- (<70%) will be required to follow the retake procedure. Students who are required to do a retake will also be required to complete all of the formative practice and assessments accurately prior to the retake. The teacher may also require additional formative work prior to the retake. Parents, and case managers if applicable, will be notified when a student is required to do a retake.

Students who have a score >70% may have the opportunity to request a retake. The procedure for a requested retake is:

1. A student must request a retake of a summative within five school days of receiving a scored summative assessment back from the teacher.
2. The student requesting the retake must schedule a meeting with the teacher to plan for the retake.
3. A student may be required to complete missing formative assessments prior to the retake. Additional practice may be assigned.



## IHGMS Grade Book Setup Instructions: Power Teacher Pro

Please reference the 'PT Pro Quick Ref Card' Included in the staff handbook to complete setting up your Grade Book. Below are a few things to note about district policies.

- With the district going to a paperless format for reporting out on student progress in all classes we need to create some consistency in how all teachers report student performance in their grade books which then appear in the Parent Portal of PowerSchool. The Parent Portal is going to be the primary source of information for parents for the upcoming school year.
- **The district expectation that all teachers will update the information in their gradebooks and publish at least once every Two weeks once school is in session.** Entering comments is acceptable if there are no assessments to enter.
- **Change School Year-** Change the to the 2017-2018 school year. At the top left corner there is a drop down the list of classes. Right click on the 2017- 2018 year.
- **Reporting Terms** - Be sure to select the correct reporting terms; **core academic teachers use only Q1, Q2, Q3, & Q4,**
  - **UA teachers use only T1, T2, & T3.**
- **Add Categories** - We only use formative and summative assessments at IHGMS so these will be the only two categories that you will need. These will be set up by the district
  - **Possible Points** - 100 (all scores will be reported on a 50-100 scale)
  - **Description** - If you want, you can include the definition of formative and summative assessments from the handbook
  - **Setting Category Weights: (For 2017-2018 there are now three categories: Summatives - 90%, Formative Assessments - 10%, and Formative Practice - 0%)**





A Meaningful Rubric...

**\*Needs to:\***

- Have standards/competencies identified and written in student-friendly language
- Include a teacher comment section
- Include the title of the assessment visible on the rubric
- State what requirements need to be met to earn each grade/meet each standard
- Have clear, clean formatting.
- Include a header row labeled with the standard grade and letter grade
- Be used for summative assessments
- The highest possible "M" is a 96%. "ME" is 97-100%.
- Enter percentages into PowerSchool as letters are automatically assigned numbers that may be inaccurate.

**May have:**

- Descriptors of letter/number representations as well as quantifiable guidelines
- Detailed information with assignment summary for parents
- A student reflection/self evaluation section and guardian signature component
- Formatting fits on one page and is easy on the eye
- An "ME" option for a guideline/competency/standard
- Rubrics for formatives
- +/- on letter headings
- Grade levels/teams/individuals will determine whether or on they will set a standard grade equivalent to a letter.



Discipline Referral Form

<http://www.sau33.com/forms.cfm?myForm=18696>














# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



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Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



# HALLWAY PASS



Student Pass

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Teacher's signature: \_\_\_\_\_

Class: \_\_\_\_\_ Guidance: \_\_\_\_\_ Locker: \_\_\_\_\_ Media Center: \_\_\_\_\_

Nurse: \_\_\_\_\_ Restroom: \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

Returning Time: \_\_\_\_\_ AM/PM



I. H. G. M. S.  
FUNDRAISING APPROVAL FORM

Please complete this form to get approval to schedule a fundraising event or to have IHGMS participate in a fundraiser.

**THIS FORM MUST BE COMPLETED AND APPROVED BEFORE THE FUNDRAISING EVENT BEGINS**

GROUP NAME: \_\_\_\_\_

FUNDRAISER: \_\_\_\_\_

BRIEF DESCRIPTION: \_\_\_\_\_

\_\_\_\_\_

DATES: \_\_\_\_\_

RESPONSIBLE PARTY: \_\_\_\_\_

APPROVED: YES \_\_\_\_\_ NO \_\_\_\_\_

ADMINISTRATION SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Once approved please return this form to the Front Office.**

Group has been notified with the Administration's decision. Initial and Date: \_\_\_\_\_

If yes, the Fundraiser event and dates have been put on the calendars (District and IHGMS).

Initial and Date: \_\_\_\_\_



TO: FACULTY  
FROM: BOB  
RE: **END OF YEAR CHECK OUT**

Attached please find various information sheets that need to be completed and signed by the appropriate personnel. Please return these sheets and your keys to the front office when completed.

Thank you for your cooperation.

Some things to remember while cleaning out...

- The only chemicals that are allowed in your rooms are those supplied by the school
- Any furniture that has been brought in must be approved by the fire dept or it needs to be removed. (Example: couches, soft chairs, etc)
- Items cannot be stacked within 18 inches of the ceilings
- All doors must maintain a 36" clear path to them
- Stuffed animals, pillows, and other like materials are not allowed unless a plan has been set up with your building principal for laundering
- We all play a role in providing a healthy building

# End-Of-Year Staff Sign Out Sheet

**STAFF MEMBER:** \_\_\_\_\_ **ROOM#** \_\_\_\_\_

**SUMMER ADDRESS:** Street: \_\_\_\_\_  
 Town: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

- |     |  |                   |                         |
|-----|--|-------------------|-------------------------|
| 1.  | GRADE VERIFICATION<br><i>(MS, HS)</i>  | _____             | Charlie Bolduc          |
| 2.  | PURCHASE ORDERS  | _____             | Angela Roe              |
| 3.  | STAFF DEVELOPMENT<br><br><i>(Review Folder and MLP)</i>  | _____             | Deb Daniels             |
| 4.  | MEDIA CENTER<br><i>(Elem., MS)</i>   | _____             | Sarah Arsenault         |
| 5.  | FILE CHECK<br><i>(SPED only- Elem., MS)</i>  | _____             | Becky Hadik             |
| 6.  | ROOM CHECK<br><i>(cleared bookshelves, desk surfaces cleared, &amp; personal items taken home)</i>               | _____             | <i>(Administration)</i> |
| 7.  | KEYS/ACCESS Cards  | _____             | Carla Ahearn            |
| 8.  | DESK/TABLE INVENTORY   | _____             | Angela Roe              |
| 9.  | CLASSROOM BOOKS INVENTORY<br><i>(MS, HS : Text Book Inventory/Distribution Sheet (Indicate Missing/Damaged))</i> | _____             | Angela Roe              |
| 10. | LOCK INVENTORY SHEET<br><i>(MS)</i>  | _____             | Angela Roe              |
| 11. | REPORTED ROOM REPAIRS ON SCHOOL DUDE _____   |                   | Angela Roe              |
| 12. | ROOM MAP / CLASS DIAGRAM _____<br><i>(indicating where items are to be placed after cleaning)</i>                |                   | Angela Roe              |
| 13. | EMERGENCY FOLDER<br><i>(MS)</i>  | _____             | Angela Roe              |
| 14. | TECHNOLOGY<br><i>(For equipment being checked out for the summer!)</i>   | _____             | <i>(Administration)</i> |
| 15. | Do you want to keep the TV/VCR in your room?   | ___ yes    ___ no |                         |

Staff Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

2017-2018 Staff Name \_\_\_\_\_ T-Shirt Size \_\_\_\_\_

# ROOM KEYS

ROOM NUMBER: \_\_\_\_\_

NUMBERS FOR THE FOLLOWING KEYS:

ROOM KEY #: \_\_\_\_\_ (FYI – cost is \$25.00)

DESK KEY #: \_\_\_\_\_

WARDROBE KEY #: \_\_\_\_\_

CABINET KEYS #'S: \_\_\_\_\_

OTHERS: PLEASE LIST  
(INCLUDE KEY LOCATION AND THE KEY NUMBER)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLEASE NOTE: THESE ARE THE ONLY KEYS THAT WILL BE ISSUED. IF LOST, YOU ARE FINANCIALLY RESPONSIBLE TO REPLACE THEM.

DATE ISSUED - DATE RETURNED - INITIAL

ISSUED TO: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

ISSUED TO: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

ISSUED TO: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

ISSUED TO: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

ISSUED TO: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(PLEASE RETURN THIS FORM TO THE FRONT OFFICE)









**ROOM MAP**

**Room #** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

# Desks: \_\_\_\_\_ # Tables: \_\_\_\_\_

Create a map of your room so when the custodial staff is done cleaning your room they can put it back the way you need it. Include the location of all moveable items in your room; teacher desk, student desks, student computers, etc.



Bullying and Harassment Reporting Form  
<http://www.sau3m/forms.cfm?myForm=18750>



# DANCE / SOCIAL FORM

Group / Club:

---

Advisor:

---

Date of the Dance:

---

ALL SOCIALS ARE 3:00 - 4:30 P.M.

ALL DANCES ARE 7:00 - 9:00 p.m.

(Administration approval is required for time changes)

Chaperones (minimum of six staff members - including Advisor):

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Calendars: Front Office \_\_\_\_\_ Wall \_\_\_\_\_ Fax to Rec. Dept. \_\_\_\_\_

Principal's Signature:

---

Vice Principal's Signature:

---

# DANCE / SOCIAL FORM



# Teacher Request for Funds from the Parent Core Group (PCG)

Requests should be for items not covered by the budget  
Teachers may be requested to present their request to the PCG  
Allow one month for decision to be made by PCG (meetings are once a month)

<b>Teacher Name(s):</b>	
<b>Submission date:</b>	

**Request** (Please describe what you need, why you need it for your students, for your classroom, and/or for the middle school, the cost and potential suppliers):

--

---

## Parent Core Group:

Date Received by PCG:	
Date Discussed by PCG:	
Date Decision by PCG:	

## Approved or Denied (circle)

PCG Notes:	
------------	--

PCG Officer: \_\_\_\_\_ Date \_\_\_\_\_  
PCG Treasurer: \_\_\_\_\_ Date \_\_\_\_\_



# Raymond School District, SAU 33 FIELD TRIP PROPOSAL FORM

---

**COMPLETE THIS FORM PRIOR TO MAKING ARRANGEMENTS WITH STUDENTS;  
FORM MUST BE SIGNED BY ALL PARTIES BEFORE TRIP IS OFFICIALLY APPROVED.  
SCHOOL: \_\_\_\_\_**

FIELD TRIP DESTINATION: \_\_\_\_\_ City/State: \_\_\_\_\_

PURPOSE OF TRIP (objectives): \_\_\_\_\_

DATE OF TRIP: \_\_\_\_\_ Rain Date (optional): \_\_\_\_\_

FACULTY COORDINATORS(S) (*print*): \_\_\_\_\_

Departure time: \_\_\_\_\_ Return time: \_\_\_\_\_

Estimated number of students attending: \_\_\_\_\_ Number of faculty/staff chaperones: \_\_\_\_\_

Number of First Aid & CPR certified: \_\_\_\_\_

Lunch arrangements: bag lunch \_\_\_\_\_ pre-scheduled stop \_\_\_\_\_ provided on-site \_\_\_\_\_ other \_\_\_\_\_

Coordinator's signature: \_\_\_\_\_ Today's date: \_\_\_\_\_

---

ADMISSION FEE: \_\_\_\_\_ per student x \_\_\_\_\_ students = \$ \_\_\_\_\_

\_\_\_\_\_ per chaperone x \_\_\_\_\_ chaperones = \$ \_\_\_\_\_

TRANSPORTATION COSTS: Est. number round-trip miles \_\_\_\_\_ @ \$2.20/mile = \$ \_\_\_\_\_

Driver waiting time (hours) \_\_\_\_\_ @ \$24.50/hour = \$ \_\_\_\_\_

**TOTAL COST OF TRIP \$ \_\_\_\_\_ (minimum cost of trip \$68.00)**

Cost to each student (to be collected by coordinator) \$ \_\_\_\_\_

Cost to district (**only** with administration approval) \$ \_\_\_\_\_

---

**APPROVALS FROM THE FOLLOWING ARE REQUIRED: ONCE APPROVALS ARE MADE, FORM IS RETURNED TO TRIP COORDINATOR**

Form received by building principal: Signed \_\_\_\_\_ date: \_\_\_\_\_

Secretary schedules class coverage: Signed: \_\_\_\_\_ date: \_\_\_\_\_

Bus arrangements by secretary: Signed: \_\_\_\_\_ date: \_\_\_\_\_

SAU approval: Signed: \_\_\_\_\_ date: \_\_\_\_\_

Raymond School District, SAU 33  
FIELD TRIP PROPOSAL FORM

	<i>Initials/Date</i>
1. Finances cleared ( <i>Signature required</i> )	
2. Field Trip Permission form (Omit Names) attached:	
<b>Medical:</b>	
3. First aid / CPR certified person: Name	
4. School nurse notified ( <i>Signature required</i> )	
5. Staff member assigned to bring medications: Name	
<b>Lunch: (if you will be out during lunch)</b>	
6. Notify school lunch director as to grade level and how many students are going on field trip ( <i>Signature required</i> )	
<b>General:</b>	
7. List of chaperones submitted to office (recommended ratio 10:1)	
8. Permission slips sent home:	
9. Special Ed Coordinator Approval: <div style="text-align: center;">Alternate Bus Required?      Yes      No</div>	
10. Email list of students attending the field trip to all teachers and staff:	
11. Permission slips collected (copies on file in Front Office)	
<b>Attendance on Bus:</b>	
12. Attendance <b>MUST</b> be taken on the bus and turned into the office before leaving for the field trip	
13. Attendance <b>MUST</b> be taken on the bus prior to leaving the field trip location	
<b>Elementary and Middle School Only:</b>	
14. Notify U. A. Teachers ( <i>Team leader Signature required</i> )	
15. A complete alphabetical list of Students attending the field trip and Students NOT the attending field trip submitted to office:	
16. Arrangements made for students not attending the field trip:	
<b>High School Only:</b>	
17. Email list of students attending the field trip to all teachers and staff:	

**For Office Use Only:**

Sent to SAU: \_\_\_\_\_  
 Return from SAU: \_\_\_\_\_  
 Return fax from Bus Co: \_\_\_\_\_  
 Call Bus 2 days prior to verify \_\_\_\_\_

**I.H.G.M.S.  
Raymond School District, SAU 33  
FIELD TRIP PERMISSION SLIP**

**ACKNOWLEDGEMENT OF WARNING AND CONSENT AGREEMENT**

I/We, \_\_\_\_\_ am/are the parent(s) or guardian(s)  
of \_\_\_\_\_, a student, who desires to participate in the following  
school activity: \_\_\_\_\_.

Date of Event: \_\_\_\_\_ Cost to Student: \$ \_\_\_\_\_

Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_

Teacher(s) in charge: \_\_\_\_\_

I/We acknowledge that I/we have been informed as to the nature of the activity, and that this activity has risks of injury associated for those who participate, including transportation from and to the school campus. Although the school staff will endeavor to provide each participant with due care, the school cannot ensure that my/our child will remain free of injury. If the returning time is after school hours, I will be responsible for my child's transportation home from the school. On rare occasions, private vehicles may be used, with staff and/or parent volunteers as drivers. Students will not drive.

I/We understand the school cannot ensure the safety for children and that the school's obligation is to take reasonable precautions for safety and well being. Our child also has a responsibility for his/her safety and the safety of others.

I/We acknowledge that I/we must provide the staff with any medical or other information which I/we feel is important for the school to know about our son/daughter. This information must be kept confidential. I/We will provide medical and any other information on our child prior to the start of this activity. The School district will rely on me/us to provide this additional information.

I/We acknowledge my/our child must adhere to all rules, regulations, and instructions pertaining to the safety and protection of the participants, and that failure to comply could exclude my/our child from participation in this activity.

\_\_\_\_\_  
Parent(s) or Guardian(s) Signature

\_\_\_\_\_  
Date

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_  
Home/Cell \_\_\_\_\_

Telephone: Work \_\_\_\_\_

**Instructions:**

1. **Please read entire form. If there is anything about this form or the described activity that you do not understand, do not sign the form until you have obtained a complete explanation.**
2. **Fill in all the blanks.**
3. **If you have more than one child participating, complete one form per child**

November 2013



Raymond School District Policy - IJOA

FIELD TRIPS AND EXCURSIONS

Field trips may be recommended by the building Principal and authorized by the Superintendent.

The teacher, in requesting permission to take his/her class away from school grounds, should submit the details of such a trip to the Principal. A Warning and Consent Form should be sent to the parents/guardian of each participating child, for parent/guardian signature and return to the school. This is to be done after the field trip has been authorized.

Consent forms of those attending should be filed with the Principal at least three weeks before the trip. No child may leave the school grounds on a field trip unless this form has been signed by the parents.

Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the Principal before the trip will be taken.

Any overnight or out-of-state field trips must have the approval of the School Board upon the recommendation of the Superintendent.

*Appendix IJOA-R*

Adopted: August 1, 2002





## IHGMS Academic Intervention Block (AIB)

### What is AIB?

- AIB stands for Academic Intervention Block.

### What is the goal of AIB?

- The primary goal of AIB is to provide interventions and supports for students within the school day.

### What are the details of AIB?

- The AIB block meets every day for 45 minutes.
- Students are assigned to an AIB advisor for the year.
- The first day of the week is a Planning Day. Students will report to the AIB advisor the first day of each week during homeroom for attendance and AIB scheduling for the week.
- AIB advisors will email their students their AIB schedule for the week.
- Students will report to their assigned AIB rooms throughout the week during AIB.
- Students will receive scores for AIB based on their AIB attendance and active participation.

### AIB Planning Day

- Planning Days are usually Mondays during homeroom. Should a holiday or inclement weather day happen to occur on a Monday, Planning Day will take place on Tuesday.
- Students report to their AIB rooms for attendance, and review academic progress with their advisor.
- Academic teachers may “pre-book” students for AIB and students are expected to attend. These bookings will take priority over student preferences.
- AIB advisors may book students for academic interventions based on student performance indicated in PowerSchool. These advisor bookings will take priority over student choices.
- After students review pre-bookings, they may request to be booked for specific skills reinforcement, extra help, or choose a location to spend their time in during the Intervention days.
- Students will record their destinations in their Agenda Books or other appropriate tracking method such as their electronic calendar. Advisors will email each student their AIB schedule for the week at the completion of AIB planning period.

### AIB Intervention Days

- These are the days during which AIB interventions actually take place (normally Mondays through Fridays during AIB period; 1:50-2:35).

### What type of things can I do during AIB Intervention Days?

- **Subject Specific Extra Help.** Classroom teachers will provide assistance to assigned students by re-explaining concepts, clarifying course expectations, providing time to make up work, quizzes, or tests, and/or following up.
- **Targeted Intervention Centers.** Students who are identified with skills deficits will spend two of their TASC blocks per week engaged in learning designed to assist them in strengthening those skills. The remaining days of the week may be spent in any of the other activities described in this section. Targeted Intervention Centers can be with a case manager, reading specialist, etc.
- **Computer Resource Centers.** Computer areas are available for student access. (Library-8th, Room 219-7th, NWEA Room-6th, Room 171(Tech Ed)-5th)
- **Cafeteria Quiet Guided Study** - For students who are not in need of academic intervention may request to be assigned to the cafeteria to work or read quietly, with an emphasis on quiet as there will be no talking allowed.
- **Academic Enrichment.** Students may access resource centers for the purpose of supplementing or enhancing their performance in any class. (UA teachers may volunteer to open their classrooms periodically for enrichment activities)
- **Library Access.** The library, and computer rooms, will be available for students to complete research and other library services during the AIB block as needed.
- **Student Tutors.** Students with strong scholastic ability in a specific area are encouraged to provide teacher aide/peer tutorial assistance during AIB by seeking the permission of instructors to do so. They will need to

book the appropriate teacher/location for this purpose as part of their planning process. Students can tutor students in lower grades with teacher approval.

### **What is expected of me during AIB?**

- **Be there.** Students will be marked “Present/ Active”, “Present/Inactive”, “Absent”, “Tardy” or “Skipping”. All students at all grade levels will be required to attend AIB.
- **Stay there.** Students will remain in their assigned location until they are dismissed.
- **Be on Task.** Students are expected to be productive during AIB. Students who persist in engaging in unproductive behavior will be written up for disciplinary action. All school wide behavioral expectations shall apply within the AIB block as they do at other times of the day.
- **Be Responsible.** Students who are found wandering the halls during AIB, without a “pass” will be subject to disciplinary action by teachers the same as any other time of the day. Students who do not report to their assigned bookings shall will receive the appropriate consequences.

### **Glossary of Terms**

#### **AIB Team**

*The IHGMS Leadership Team will oversee AIB. The Leadership Team is made up of the school administrators and the team leaders of each of the grade level and Unified Arts teams.*

#### **AIB Homeroom**

*Group of students assigned to one teacher for planning and goal-setting purposes one day per week. Students will “book” their locations for the remainder of the week.*

#### **AIB Planning Day**

*The first day of each week where students meet in their AIB Homeroom to review academic progress and plan the remainder of their AIB blocks for the week (normally, Monday).*

#### **AIB Intervention Days**

*These are the days during which AIB interventions actually take place (normally Mondays through Fridays).*

#### **AIB Weekly Planning Sheets**

*Weekly sheet for students to fill in their locations so that they can be electronically “booked” in the AIB Master E-Planner. This sheet should remain in a standard location in the AIB Homeroom, so that students can check it in the event that they forget where they are going on any given day.*

#### **Agenda Book**

*An agenda book that includes a calendar in which students can record their bookings and class assignments.*

#### **AIBMaster ePlanner**

*The electronic software for recording student AIB schedules and tracking student daily participation from Monday through Friday.*

#### **Bookings**

*Term utilized by AIBMaster ePlanner when students book an appointment with a teacher.*

#### **Targeted Interventions**

*Students who have been identified with skill deficits will be booked to a Targeted Intervention twice a week.*

*Teachers will be made aware of the identity of such students.*

#### **Class Weekly Agenda**

*Classroom teachers will provided an outline of the next week’s activities to students for planning purposes. This outline will be posted in classroom, online teacher web page, or may be provided to the AIB teachers as “Notes” in the AIBMaster software.*

## Stage 1- Desired Results

### ESTABLISHED GOALS

- Build responsible learners - Taking ownership of your learning (“what’s in it for me?”)

*Transfer - Students will be able to independently use their learning in the following categories:*

#### **Organization**

- Organize their materials that they need to be successful through the day
  - As well as throughout a unit of instruction - being prepared for the summative
  - Use their lockers
  - How to use your Google Calendar as a support
- Note taking and Study skills
  - Using your notes to complete assignments
  - Graphic organizers

#### **Time Management**

- Know what assignments are due and when
- Follow directions in a sequence
- Know what assignments are due and when
- Time Management-Utilize their time wisely (in class and out of class)
- Meet deadlines

#### **Prioritization**

- Follow directions in a sequence
- Using feedback constructively
- Completing assignments in order of importance

#### **Concentration**

- How to maintain focus and how to regain focus once it is lost
- Appropriate use of concentration aids
- Empathy for all learners (understanding learning styles), fair is not always equal - students getting the supports that they need, brain maturity differences

#### **Motivation**

- Students will set goals for themselves
- Students will be motivated to do their assignments
- Self initiative (attempt task by self prior to asking for assistance) Getting started on one’s own
- Collaborate with a classmate prior to asking the teacher for help (without teacher) “ask three before me” Problem solving / critical thinking skills
  - Using your resources to help you learn
- Grit - to have positive persistence and perseverance - educational stamina
- How to recover when not successful

## IHGMS Building Responsible Learners AIB Unit

### **Meaning**

UNDERSTANDINGS - *Students will understand that...*

- They are responsible for their own learning whether they are in attendance or not
- They get out what they put in
- Their attitude and behavior can affect their learning
- Their success is based, to a large extent, on their own efforts
- Retakes of summative assessments are primarily so that students can demonstrate mastery rather than to get a better grade
- Grades are earned, not given

ESSENTIAL QUESTIONS

- How does what I do now impact the rest of my life? (relevancy)

### **Acquisition**

*Students will know...*

- What they need and when they need it (use lockers)
- How to prepare for assessments
- How to maintain focus and how to regain focus once it is lost
- What tools are available to them to help recover when they are unsuccessful
- What to do when they miss class

*Students will be skilled at...*

- Goal setting
- Note taking
- Studying
- Managing time
  - Prioritizing/ balancing academic and extracurricular activities
- Showing empathy
- Initiating & completing tasks
- Working through challenges

## **Stage 2 - Evidence**

### **Evaluative Criteria**

- Students will demonstrate that they know what they need for each class and when they need it.
- Students will demonstrate that they are prepared for taking a summative by completing all the formative work to the best of their ability prior to the summative.
- Students will demonstrate active participation during the learning activities.
- Students will use the retake procedure appropriately.
- Students will take responsibility for their learning when absent from class.
- Students will produce notes that meet their teacher's expectations.
- Students will produce evidence that they have been actively engaged in studying.
- Students can create a SMART goal.
- Students will demonstrate empathy towards others.
- Students will demonstrate academic perseverance.

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

#### All Grades:

- Pre-assessment of the evaluation criteria (Brainstorming activity)
  - What are your responsibilities as a student?
  - What do you need to be prepared for class?
  - How do you demonstrate empathy towards others?
  - What evidence can you show that you studied for an assessment?
  - How can you show that you are actively participating in the daily activities?
  - Why do you keep a notebook?
    - What should you include in your notes?
  - Why do we have retakes?
  - What are you supposed to do when you miss class?
  -
- Developing a SMART goal for each student
  - SMART Goal Setting With Your Students
  - <https://www.edutopia.org/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-worksheet.pdf> - SMART Goal check-in sheet
  -
- Empathy
  - 4 Proven Strategies for Teaching Empathy
  - Empathy Games from the Canada Scouts
  - Kid Stories Book
  - Bunch of ideas from some school in Florida
  - Mindfulness in the classroom
  - <https://www.youtube.com/watch?v=m5yCOSHeYn4> Kid President - Empathy
  - Empathy Lesson Plans from KidsHealth
    - 5th: <http://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf>
    - 8th: <http://classroom.kidshealth.org/classroom/9to12/personal/growing/empathy.pdf>
    - 6-8th <http://classroom.kidshealth.org/6to8/personal/growing/empathy.pdf>
  - We are All Unique! Invite students to list some traits that make them unique. From that list, I create a bingo-like card with a square for each student; I write one fact from each student's list in one of the squares. Then the fun begins! Students must ask one another if they "sleep with a stuffed lizard" or another question that relates to the information in one of the squares. When students identify the person who matches the information in a square, that person writes his or her initials in the box. Set a time limit and see who collects the most initials before time runs out. We learn some very interesting things about one another. This activity reveals commonalities and creates lively conversation!
  - <https://nhptv.pbslearningmedia.org/resource/transt.pd.lpempathy/developing-empathy-through-retold-fairy-tales/#.WVFGrtUrlRc>

## IHGMS Building Responsible Learners AIB Unit

- Note Taking
  - [Note-Taking Skills Lesson Plan: Create a Personalized System](#)
  - [http://www.educationworld.com/a\\_lesson/lesson/lesson322.shtml](http://www.educationworld.com/a_lesson/lesson/lesson322.shtml)
  - <https://www.scholastic.com/teachers/articles/teaching-content/grades-6-8-activities-teach-note-taking/>
  - [Study Skills AND Note Taking Skills](#)
  - <https://keystoliteracy.com/free-resources/templates-printables/>
  -
- Study Skills
  - <http://www.howtostudy.org/>
  - [http://68.media.tumblr.com/5404f6f3c6ac8d0482fa442420a20c4d/tumblr\\_nta7doMajM1uqg4zmo1\\_1280.jpg](http://68.media.tumblr.com/5404f6f3c6ac8d0482fa442420a20c4d/tumblr_nta7doMajM1uqg4zmo1_1280.jpg)
  - [Study skills lesson plans. \(The resources are in the margin on the left side.\)](#)
  - [The Study Skills Challenge! \(Probably not as exciting as it sounds\)](#)
  - [Video on scientifically supported study skills](#)
- Perseverance
  - <http://tastycupcakes.org/2014/10/team-responsibility-game/>
  - [Teaching Perseverance? Try Interactive Modeling](#)
  - <https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski>
  - <https://www.edutopia.org/research-made-relevant-grit-video>
  - [8 Ways To Build Student Stamina](#)
  - From NH DOE [Work Study Practices](#):
    - 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.
      - Graduating seniors will be able to demonstrate that they can:
        - • Persevere in completing complex, challenging tasks
        - • Use self-reflection to influence work and goals
        - • Engage stakeholders to gain support

	4 - Advanced	3 – Proficient	2 - Improving	1 – Beginning
<b>Self-Direction</b>	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects	Demonstrates all: <ul style="list-style-type: none"> <li>• Perseveres in completing complex, challenging tasks</li> <li>• Uses self-reflection to complete work and goals</li> <li>• Engages stakeholders to gain support</li> </ul>	Demonstrates some but not all practices in proficient category	Demonstrates one or none of the practices in proficient category

- [5 Teaching Strategies for Persistence, Stamina](#)

## Building Responsible Learners Lesson Plans

### **Day 1 - Pre-assessment of the evaluation criteria**

1. Write the following questions on large chart paper. Ask students to go around the classroom and answer the questions with a sentence or phrase.
  - i. What are your responsibilities as a student?
  - ii. What do you need to be prepared for class?
  - iii. How do you demonstrate empathy towards others?
  - iv. What evidence can you show that you studied for an assessment?
  - v. How can you show that you are actively participating in the daily activities?
  - vi. Why do you keep a notebook?  
What should you include in your notes?
  - vii. Why do we have retakes?
  - viii. What are you supposed to do when you miss class?
2. Break students into 8 different groups. Each group will be assigned a chart paper to look for commonalities between others responses. Have the group create the top 5 commonalities at the bottom of the chart paper.
3. Have groups share these responses. Leave these posters in a spot to use throughout the entire AIB building responsible learners unit.

## Day 2 - Developing a Specific Goal

1. Post what a SMART goal is and the example of a smart goal on the board. Ask students why might SMART goals be a valuable tool in academic learning?
  - SMART goals are:
    - S = Specific
    - M = Measurable
    - A = Attainable
    - R = Relevant
    - T = Trackable
  - Here is a practical example, starting with a typical, but not especially SMART, goal:
    - I will do better on my report card in the next marking period.
  - Here is a way to make it SMARTer:
    - *In the next marking period, I will get at least a C on all my math tests, and at least a B on most of my quizzes and homework assignments.*
  - But it's not SMART yet because it has no action plan or benchmarks. Here is a pretty SMART goal:
    - *In the next marking period, I will take careful notes and review them at least two days before tests and quizzes so that I can ask the teacher questions about what I don't understand. I will do my math homework before I do things with friends, and when I hand it in, I will ask the teacher about anything I am not sure about. When I get anything wrong, I will make sure to ask the teacher, or one of my classmates how they got the right answer.*

2. Ask, *"What are some things you want to have happen over the course of this year at school?"* Have a classroom discussion on this question to brainstorm ideas.

3. It's also important to set goals for ourselves, to become better as individuals. This is known as improving our character. We all have the ability to act in what can be referred to as "virtuous ways." Acting in these ways most of the time is good for us and good for those around us. Here is a list of 12 "virtues" :

- |              |                |                  |
|--------------|----------------|------------------|
| ● Caring     | ● Perseverance | ● Responsibility |
| ● Confidence | ● Courtesy     | ● Patience       |
| ● Kindness   | ● Respect      | ● Generosity     |
| ● Courage    | ● Enthusiasm   | ● Truthfulness   |

4. As an in-class activity, tell your students, "I am going to pair you up with a classmate (or two) so that you can discuss these virtues and each set a goal regarding a virtue that is most important to you. Once you are paired off (or in trios), please follow this set of interview or conversation questions."

1. Who is someone you admire, either in your life or in history, and what is the core virtue that you think they have followed?
2. Find one of your own virtues on the list and share a few words about how you try to live this virtue.
3. What is a virtue that you would like to work on to improve your life?
4. What are some ways that you can show this virtue?
5. How can I help you to do this successfully?
6. Reverse roles in the interview.

Source: <https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>



### **Day 3 - SMART GOAL continuation**

1. Students will develop their own academic SMART goal using the following worksheet  
[https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/smart\\_goal\\_planner.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/smart_goal_planner.pdf)
2. After students created a plan, they will use it to make a more succinct goal sheet that we can display in the room or pod as a reminder of what we are all working toward throughout the school year.  
[https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/my\\_smart\\_goal\\_form\\_0.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/my_smart_goal_form_0.pdf)
3. Have students share their individual SMART goals, if time allows, and ask students how the rest of the class will help you achieve your goal.
4. Smart Goal Setting Sample Sheet  
<http://success.ucdavis.edu/documents/ars-documents/studyskills-documents/SMART-goals.pdf>

### **SMART GOAL Check-In**

#### **Dates:**

Wednesday, October 18th  
Wednesday, November 15th  
Wednesday, December 20th  
Wednesday, January 17th  
Wednesday, February 21st  
Wednesday, March 21st  
Wednesday, April 18th  
Wednesday, May 16th

#### **Procedure:**

1. Have students look at their individual SMART goal set in September and students should individually complete a reflection sheet.
  - a. What are some things you are doing to meet your SMART Goal?
  - b. What are some things you are doing to prevent you from meeting your SMART goal?
  - c. Do you feel you are on track to meeting your SMART goal by June? Why?
2. Sharing/Discussion with homeroom teacher or in small groups to reflect.

Possible: Bring their SMART goal and reflection to AIB advisory for the AIB advisor to reflect with them the following Monday.

#### **Reflection sheet to be completed each month:**

<https://docs.google.com/document/d/1dnUomVPDAxIWZkLrHxKKiPeqx90KpSRE3fG2x51p3xM/edit>

***These SMART Goals and Reflections should be saved throughout the year together for students to continue to refer back to monthly.***

## Day 4 - Empathy

1. Kid President's 20 Things We Should Say More Often (3 minute video clip)

<https://www.youtube.com/watch?v=m5yCOSHeYn4>

2. Ask students to define empathy. Jot down students' ideas on the board.

3. Empathy scoot activity

<https://www.teacherspayteachers.com/Product/Empathy-Task-Cards-2378862>

4. Human Knot

Get the group in a tight circle. Have the members of the group reach in with their right hands and grasp one of the right hands available. Repeat with left hands. Then ask them to unravel the knot. People may not let go. The circle of hands is to remain unbroken. However, it may be necessary to change grips due to the angle of arms and bodies. One variation is for the group to stay silent during the entire activity. You can easily use this activity as a metaphor for community activism that illustrates an opportunity for broad perspectives to work together towards a common goal.

## Day 5 - Empathy Continuation

1. Refresher on what Empathy is and the conversations from yesterday
2. Choose a 30-minute, age-appropriate TV show that you enjoy and use the chart to write about how the characters show empathy toward each other. Which actions show empathy and compassion? Which ones don't? Make a chart and complete the chart while watching the TV clip. Chart:  
<http://classroom.kidshealth.org/6to8/personal/growing/empathy.pdf>

The Big Bang Theory - 9x13 - Amy Helps Sheldon With Empathy

<https://www.youtube.com/watch?v=Xc32Pxvs5T0>

Inside Out Sadness comforts Bing Bong

<https://www.youtube.com/watch?v=QT6FdhKriB8>

Pixar Storytelling Rules #3: Character Empathy

<https://www.youtube.com/watch?v=-LeKeyvbFuw>

Inside Out - Best Scenes

[https://www.youtube.com/watch?v=GxQqs\\_NnByw](https://www.youtube.com/watch?v=GxQqs_NnByw)

Empathy Glasses

<https://www.youtube.com/watch?v=A5lahdXk5sU>

Blind Side

<https://www.youtube.com/watch?v=D2sgbzSm5Cs>

3. In small groups pick one scene and decide how the characters showed empathy or could have shown more empathy. Share responses as a whole class.

## Day 6 - Prepared for Class

1. Being prepared for learning is very important. You would expect a doctor or a cook in a large institution such as a school to be prepared before they report to work the next day, right? What would these people need to do to prepare?
2. How might you demonstrate you are prepared for class? Have students brainstorm a list of what it means to be prepared for a class period.  
Here are some possible ideas....
  - a. Do I have enough paper for the whole day?
  - b. Do I have extra pens and/or pencils with extra lead?
  - c. Do I have all of my homework completed fully and packed in my book bag in the right folder?
  - d. Do I have any tests I need to study for? Do I have my notes that I can use to help with this?
  - e. Do I have any signed notes (absences, progress report, permission slip, etc.) that I need to bring back to my teacher?
  - f. Do I have my lunch or lunch money ready for the next day?
  - g. Do I have PE clothes or my band instrument ready?
  - h. Have I checked the weather report for the next day to be sure I am dressed appropriately (sweater, jacket, and umbrella)?
  - i. It is equally important that you are prepared mentally. Think about what you need to do to be a good student. Have I completed all of my homework? Have I left my problems at home and can I spend my time thinking about and concentrating on school work? Am I looking for and following all of my teacher's directions? Am I asking questions when I need help?
3. What materials do you need for a green day (or Monday or Tuesday)? Brainstorm in small groups and come up with a list of ways to be prepared for that particular day.
4. Go over your expectations for when a student misses class.

From the Student Handbook:

### **Make-Up of Work Following Student's Absence**

1. The actual make-up period will vary at the discretion of the teacher, but shall not be less than the number of days for which the student was absent.
2. Students will be encouraged to collect work before an absence when it can be anticipated.
3. Work provided for a student prior to an absence is due upon the student's return to school.

## Day 7 - Retake Procedures/Purpose of Retakes

1. What is the purpose of a retake? Have students brainstorm this question in groups to determine the reasons/purposes/procedure for retakes.
2. Read the handbook with the new edits. Discussion about what this means.

**Formative Assessments & Formative Practice**, also known as practice and preparation, are assessments *for* learning. These assignments inform teachers, students and parents of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assignments that fall into this category include but are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Entrance/exit slips
- First drafts of writing assignments
- Graphic organizers and brainstorming
- Informal observations of student work
- Pre-tests
- Other class work not listed

**Summative Assessments** are assessments *of* learning. These assessments allow teachers to measure the level of student achievement of a standard(s). The types of assessments that fall into this category include but are not limited to:

- Tests
- Projects
- Presentations
- Performance Assessments
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

Formative assessments will not be used to determine student performance levels. Summative assessments will be used to determine student attainment of grade level standards, as well as exceeding those standards.

Formative assessments will be 10% of the final grade and summative assessments will be 90% of the final grade. Formative practice will not be graded but will be marked "Collected" or "Missing" in the teacher gradebook.

Formative assignments (assessments and practice) are not optional assignments and need to be completed by the students to the best of their ability. These assignments are meant to provide students with the practice so that they can master the knowledge and skills of the content that is being shared with them. Formative assignments are also indicators to the students and their teachers of where the students are at in the learning progression toward mastery of the concepts and skills being learned.

If students do not complete the formative assessments and practice assigned to them they may be assigned to complete that work prior to participating in other activities. Possible consequences to not completing missing work in a timely manner may include, but not limited to, loss of privileges, being assigned to missing work sessions during Academic Intervention Block (AIB), and/or being assigned to in school restriction until the work is completed.

## **IHGMS Summative Retake Procedure**

The purpose of having students retake summative assessments is for them to have the ability to demonstrate mastery of the knowledge and skills being assessed.

Students who have a score of less than a C- (<70%) will be required to follow the retake procedure. Students who are required to do a retake will also be required to complete all of the formative practice and assessments accurately prior to the retake. The teacher may also require additional formative work prior to the retake. Parents, and case managers if applicable, will be notified when a student is required to do a retake.

Students who have a score >70% may have the opportunity to request a retake. The procedure for a requested retake is:

- A student must request a retake of a summative within five school days of receiving a scored summative assessment back from the teacher.
  - The student requesting the retake must schedule a meeting with the teacher to plan for the retake.
  - A student may be required to complete missing formative assessments prior to the retake. Additional practice may be assigned.
3. Discussion of what the retake procedure and form would look like for that particular grade level.
    - a. Completion of all missing formative assignments
    - b. AIB reteach?
    - c. Practice assignments?
  4. Discussion about the edits to the formative and summative edits in the handbook

## Day 8 - Note Taking Skills

1. Ask students to raise their hands if they feel confident in their note-taking skills so you can determine their prior knowledge. Invite them to share what works and what doesn't for them. Ask students: Is it possible to write down everything a speaker says? How can you tell what's important enough to write down?
2. Explain that you are going to show the class a variety of note-taking strategies and help students develop a system that makes sense for each one of them. They will be able to use this system all throughout their education, future careers, and personal lives.
3. Play BrainPop video on Notetaking  
<https://www.brainpop.com/english/studyandreadingskills/notetakingskills/>
4. Talk about the principles for note-taking that were covered in the movie. What are some good indicators that what students are hearing or reading is important enough to write down? How does the information in the movie fit with their personalized note-taking strategies, and what they already know works (and doesn't work) for them?
5. NoteTaking activity through BrainPop  
<https://www.brainpop.com/english/studyandreadingskills/notetakingskills/activity/#=standard>

## Day 9- Note Taking

1. To begin, give each student a sticky note or index card roughly 3- x 5-inches in size.
2. Display a sample of the largest sticky note or card. Share with students that this activity is going to include three brief writing assignments; each successive assignment will require them to write less. Emphasize that for the purpose of this assignment, it is important that students' write in the same size for all three assignments. The reason for that rule will become clear as the activity proceeds. You might demonstrate the "ideal" size writing on the largest sticky note or card.
3. [http://www.educationworld.com/a\\_lesson/lesson/lesson322-download.pdf](http://www.educationworld.com/a_lesson/lesson/lesson322-download.pdf)  
Read aloud or have students read to themselves the Earhart biography or another reading selection. During the first reading, students should not take notes. Instruct them to listen carefully, consider all the details in the selection, and think about the details they think are most important or significant.
4. Then tell students you are going to read the passage again. This time, students should jot down notes on a 3- x 5-inch sticky note or index card. They should fill the card with their notes. (Remind them that they should pay close attention to the size of their writing.)
5. If the students have individual copies of the reading selection, they can do the above steps on their own. If you are reading aloud to them, you might need to read the selection one more time to be sure each student's card is filled up with notes.
6. Next, provide students with a sticky note or card of medium size. Tell them their job is to study the notes on their large card and eliminate some of the less important information. They then should fill up the medium-size card with notes from the large card that they think are most important. (Remind them to pay close attention to the size of their writing.)
7. Finally, provide students with the smallest sticky note or index card. Now, students really have to make careful judgments about the most important information to transfer from the medium-size card to the small card.
8. In the end, students should have notes that express the *most important* facts or themes found in the reading selection.
9. Emphasize to students that this lesson in note taking is intended to help them see that note taking is about scaling down information to the most important details. Students can also employ this strategy as they study for unit tests. They can read through their notes; "boil down" those notes to key facts, ideas, and themes; and write those key ideas in the margins of their notebooks. The key ideas are the ideas that represent the themes worth reviewing for the upcoming unit test. To study for that test, students might simply review their margin notes and practice supplying supporting information for each key idea.

*\*\*\*If you have your own style of notetaking feel free to supplement with that particular style instead of this summarizing technique.*



## Day 10 - Assignment Recording/Study Skills

1. Who's ever gone home and realized you don't have the book you need to do your homework? (Show of hands) Or maybe you have the right books, but you don't know what your assignment is. As you've seen first-hand, you can't study well unless you know exactly what you need to do, and have what you need to do it. [Ask for volunteers to explain how they keep track of their assignments for each class. You may want to write their ideas on chart paper or the board. Use this brainstorming to explain the importance of writing their assignments down in one place.] You are exactly right! The best way to keep track of your assignments is to have one place where you write down your homework in every class every day. A small notebook is ideal, especially if it's small enough to tuck into a pocket in your book bag.
2. No matter how organized you are, chances are you'll leave a book at school, forget to write down an assignment, or maybe realize you don't understand an assignment once you sit down to study. This is when it helps to have at least one "study buddy," or someone you can call for help, in each class. I'd like you to open your assignment book, or the notebook you use for most of your classes. On the inside front cover, write down two people in your classes that you could call if you have a question about an assignment. If you know each person's phone number now, go ahead and write it down, too. If not, do this after class. You could also keep these numbers in another handy place that works for you: programmed into your cell phone or written in a card in your wallet or book bag.
3. It's also important to have enough time to study—and to use this time wisely. One way to do this is to have a clear goal when you sit down to study. This goal should clearly state what you need to accomplish in each subject. You should also prioritize the assignments—tackling the most urgent and difficult assignments first. To make sure you're leaving yourself enough time to study, try to estimate the time each subject will take.
4. Discovering the best approach to studying is a personal process. What works very well for one student in one family environment may not work for another. With this activity, students will create individual study plans that can work for them. Ask students to close their eyes and visualize themselves studying effectively. What do they picture? Talk together about good places to study and the best times of day to study.
5. Then share Activity Four in the Study Skills: Study Environment printable. Working in pairs, with one student as recorder and the other as interviewee, students can plan and then draw their ideal studying environment.

## Day 11 - Following Directions

1. Provide students with a small sheet of writing paper. Then let them know that the activity you are about to do will prove how well they listen and follow directions. Let them know that you will state each instruction, then pause, then repeat the instruction. Add, But I will not repeat any instruction a third time, so you must listen very carefully.

Proceed to give students the instructions below.

1. Write your name first name on the last line of the paper at the left-hand margin.
2. On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.
3. Circle the number 6.
4. Draw a star in the upper left-hand corner of the page.
5. Fold your paper in half the long way.
6. Open up your paper, then fold it the opposite way.
7. Use the tip of your pencil to poke a hole in the center of the paper (the place where the two folds meet).
8. Draw a heart around the hole you made in your paper.
9. Write the first initial of your last name in the upper right-hand corner of the page.
10. On the last line on the page, write the word done near the right margin.

**Or**

Escape Room Following directions activity

<https://www.teacherspayteachers.com/FreeDownload/ESCAPE-THE-MUMMYS-TOMB-MINI-ESCAPE-ROOM-ACTIVITY-3133670>

2. Discussion: Why is it important to follow directions in the classroom throughout the day? Brainstorm a list of ideas in small groups and classroom discussion.

## Day 12 - Academic Perseverance

1. (Ask) What is perseverance?

1. Staying with the task and not giving up.
2. Showing commitment, pride and a positive attitude in completing tasks.
3. Trying again and again and again.
4. Being patient and willing to work hard.

2. (Ask) Can you name some people who have shown perseverance?

1. Michael Jordan, Thomas Edison, Harriet Tubman, Helen Keller, Stevie Wonder, etc.

3. Activity: Icy Perseverance      Materials: an ice cube for each student with a penny frozen inside

Begin your lesson by giving each student an ice cube. Explain that the first person to get the penny out of their ice without putting it in their mouth or hitting it with another object is the winner. You may want to continue your lesson until you have a winner.

### OR

Perseverance Paper Puzzle • Draw a picture and cut (or tear) it into pieces. (It may be more meaningful if it is the child's hand or foot tracing, or a picture of something they want to do or be in the future.)

4. Afterwards discuss:

1. How does melting the ice cube/puzzle compare to reaching your goals?
2. Did you ever feel like quitting? Why do some people quit before reaching their goals?
3. Could you have gotten the penny quicker/puzzle together had you broken the rules? Would you feel as good about winning if you didn't follow the rules?
4. How do hard work and perseverance help you achieve your goals?

5. (Ask) What are ways you can show perseverance with your academic life?

Examples:

1. When you are near the end of race and struggling to finish, find a burst of energy to cross the finish line.
2. Try a new sport or skill that is difficult and don't quit.
3. Study and work hard to improve your grades.
4. Save up your money and do extra chores to buy something special.
5. Help a younger child learn to ride a bicycle or play a new game.
6. Spend hours practicing to play an instrument.
7. Always finish what you start. Do not give up when things get tough.
8. Try something again, even if you failed the first time. Remember you had to learn to walk before you could run!

## Day 13 - Closure to Building Responsible Learners

1. Post these questions around the classroom to summarize the work down during AIB on Building Responsible learners.
  - i. What are your responsibilities as a student?
  - ii. What do you need to be prepared for class?
  - iii. How do you demonstrate empathy towards others?
  - iv. What evidence can you show that you studied for an assessment?
  - v. How can you show that you are actively participating in the daily activities?
  - vi. Why do you keep a notebook?
    - a. What should you include in your notes?
  - vii. Why do we have retakes?
  - viii. What are you supposed to do when you miss class?
2. Have students walk around the room to share their responses or break students up into groups to summarize the work done in AIB over the last several weeks.
3. Classroom discussion about the questions

## **SMART GOAL Check-In**

### **Dates:**

Wednesday, October 18th  
Wednesday, November 15th  
Wednesday, December 20th  
Wednesday, January 17th  
Wednesday, February 21st  
Wednesday, March 21st  
Wednesday, April 18th  
Wednesday, May 16th

### **Procedure:**

2. Have students look at their individual SMART goal set in September and students should individually complete a reflection sheet.
  - a. What are some things you are doing to meet your SMART Goal?
  - b. What are some things you are doing to prevent you from meeting your SMART goal?
  - c. Do you feel you are on track to meeting your SMART goal by June? Why?
3. Sharing/Discussion with homeroom teacher or in small groups to reflect.

Possible: Bring their SMART goal and reflection to AIB advisory for the AIB advisor to reflect with them the following Monday.

### **Reflection sheet to be completed each month:**

<https://docs.google.com/document/d/1dnUomVPDaxlWZkLrHxKKiPeqx90KpSRE3fG2x51p3xM/edit>

*These SMART Goals and Reflections should be saved throughout the year together for students to continue to refer back to monthly.*



## Suggested Materials for BRL Unit Plan

Day	Highly Recommended
1	<ul style="list-style-type: none"><li>● Chart paper (or large paper)</li><li>● Markers</li></ul>
2	<ul style="list-style-type: none"><li>● SMART Goal Poster</li></ul>
3	<ul style="list-style-type: none"><li>● SMART Goal worksheet</li></ul>
4	<ul style="list-style-type: none"><li>● Empathy Tasks Cards (will be provided)</li></ul>
5	<ul style="list-style-type: none"><li>● Smartboard</li><li>● Youtube video clips</li></ul>
6	
7	<ul style="list-style-type: none"><li>● Handbook</li></ul>
8	<ul style="list-style-type: none"><li>● BrainPop</li></ul>
9	<ul style="list-style-type: none"><li>● Sticky notes</li><li>● Index cards (large and small)</li></ul>
10	<ul style="list-style-type: none"><li>● Worksheets</li></ul>
11	<ul style="list-style-type: none"><li>● Writing paper</li></ul>
12	<ul style="list-style-type: none"><li>● Frozen Ice Cube with pennies</li><li>● Paper towels</li><li>● Paper</li></ul>
13	





## **Student Activity Account Procedures:**

In order for fund raising to be effective there needs to be a specific need for the funds and the students involved have to want to do the activity. All fundraisers must be pre-approved prior to the activity taking place. Fundraising approval forms may be obtained in the school office. If funds are being raised to support any school sponsored group or activity, then written approval must be obtained for the activity.

All funds that are raised are to be deposited in the student activities account and all original invoices for product are to be paid through the student activities account. No purchases are to be made or invoices paid directly from the funds raised.

### **Funds collected:**

Faculty/staff members who collect money from students for trips, fund raising or other projects are required to properly account for such funds. Such money is not kept in classrooms during unsupervised times or overnight. Rather, the money is to be turned in to the main office to ensure that it is deposited or otherwise secured.

Advisors or Representatives are required to bring all deposits to the office within 5 days of receipt. The Monies Received Form is to be filled out and placed in a sealed envelope/container along with the deposit. A receipt will be returned to the activity account representative/advisor after the deposit has been made.

### **Disbursements:**

Disbursements from such funds are to be requested through the school office. In no case, should disbursements for expenses be made on a cash basis. All expenditures require an invoice or receipt for payment or reimbursement. Bookkeeping Forms are to be completed and signed by the activity representative when possible.

The faculty or staff member who is overseeing the fund raising activities must follow these procedures:

- Supervise all activities in which the group is involved in. Students cannot be left unsupervised during any school sponsored activity.
- Work closely with school administration throughout the fundraising activity from planning to the expenditure of the funds raised.
- Facilitate the fund raising projects for the group but do not be solely responsible for the project. Fund raising should be a learning experience for the students involved.
- Be responsible for all necessary approvals, forms and procedures related to the activities being undertaken.
- Do not sign any contracts with anyone or any company. Only district administrator can enter into agreements with others.
- Gain written approval for and schedule in advance from the Principal for all activities.
- Do not deal with companies who require an advance count and/or who will not take back unsold product without the school paying shipping costs.
- Be sure to secure a date or span of dates for your fundraiser from the Principal. The activity must be entered into the school activity calendar.
- Be sure to keep copies of invoices, receipts and other paperwork related to the activity.
- No funds, of any amount, are to be left in classrooms or taken home overnight. All funds are to be placed in an appropriately labeled container/envelope and given in person to the school secretary responsible for the student activities account. Any exception to this must have the Principal's approval.



# School Lock Procedure

GRADE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

HR# \_\_\_\_\_

LOCK # \_\_\_\_\_

DATE ISSUED \_\_\_\_/\_\_\_\_/\_\_\_\_

COMBINATION \_\_\_\_\_

DATE RETURNED \_\_\_\_/\_\_\_\_/\_\_\_\_

## ***\$5.00 REPLACEMENT COST***

The school is providing locks for your student's locker. This lock is the only one that will be allowed on school lockers. Any other locks used will be removed. Your child is responsible for keeping this lock throughout the school year. Locks will be collected at the end of the year. At that time if your child's lock is not returned there will be a \$5.00 replacement cost. Please sign below in order for your student to receive a school issued lock and to indicate that you are aware of these conditions.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date



## Guidelines for Developing Class Contracts

The goal for developing class contracts is to come up with 3-5 rules/expectations which will guide the behavior of the class.

1. Brainstorm with your students, the rules/expectations they would like to create for their class (small group).
2. Ideas will be narrowed down to 3-5 rules/expectations for the class
3. It will be helpful to have rules/expectations that address the following categories:
  - a. How we treat each other
  - b. How we take care of things
  - c. How we do our work
  - d. Safety
4. Rules/expectations should be written with positive, guiding desirable behavior (ex., phrase as “walk the hallways” rather than “don’t run”).
5. Students will need to be informed that these rules/expectations are global and are guidelines for all types for situations and places (class, hallway, cafeteria, bus, etc).
6. Teachers and students should sign and post the rules/expectations once they are completed. These contracts are to be hung in both the classrooms and pod areas.





Please fill out this form and give a copy to Mary Duff so that we will have record of student locker information

Thank you.



**Co-Curricular Activities**

<b>Club</b>	<b>Starting stipend</b>
Art	\$600.00
Band (Jazz)	\$600.00
Chess	\$400.00
Chorus / Glee Club	\$600.00
Advisor Gr. 8	\$800.00
Drama	\$400.00
Drama	\$400.00
Jr. Honor Society *800	\$800.00
Mathcounts *1200	\$1,200.00
Newspaper	\$800.00
Student Council	\$800.00
Strategic Card Club	\$600.00

**Sports**

Baseball	\$800.00
Basketball Boys	\$600.00
Basketball Boys A2	\$400.00
Basketball Girls	\$600.00
Basketball Girls A2	\$400.00
Softball	\$800.00
Cheerleading	\$600.00
Game Management (A Team)	\$240.00
Game Management (B Team)	\$240.00
Soccer - Boys	\$800.00
Soccer - Girls	\$800.00
Soccer Intramural	\$400.00
Soccer Intramural	\$400.00
Volleyball Intramural 5 & 6	\$400.00
Volleyball Intramural 7 & 8	\$400.00



**Co-curricular Application**

Staff Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

Years Experience \_\_\_\_\_

Proposed Start Date: \_\_\_/\_\_\_/\_\_\_ Finish Date: \_\_\_/\_\_\_/\_\_\_

Time: \_\_\_\_\_ Days of week: \_\_\_\_\_

Location: \_\_\_\_\_

Description for Web Site:

Only if different from what is currently on the Activity page - click [here](#)

Announcement:

Permission slip (please attach)



# Communication Log

Date	Type	Person Contacted	Reason for Communication	Student	Outcome/ Notes

Type: **PL** = Phone Live, **PM** = Phone Message, **E** = Email, **L** = Letter, or **M** = Meeting



## IHGMS Attendance Procedure

Each student enrolled in the Raymond Public Schools is required to attend school on a regular basis. In order to take maximum advantage of the educational opportunities offered by the Raymond School District, students need to establish a pattern of regular and punctual attendance.

- If a student is going to be absent from school it is the parent(s)/guardian(s) responsibility to notify the school prior to the start of the school day that their student will be absent.
- If a student is absent from school and the school has not been notified by the parent(s)/guardian(s), then the school will call the parent to inquire as to why the student is not in attendance
- Students must be in attendance for at least three and one half ( 3 ½) hours during a school day in order to participate in any school related activities that day. For weekend/vacation activities the student must be in attendance for at least three and one half ( 3 ½) hours during the last school day prior to the weekend or vacation.
- All absences will be considered unexcused unless the parent(s)/guardian(s) provides a signed note explaining the reason for the absence within two school days of student's return from the absence.
- The Raymond School Board considers the following to be excused absences:
  1. Illness (Physician statement required for more than 3 consecutive days)
  2. Recovery from an accident/natural disaster
  3. Required court attendance
  4. Medical and dental appointments
  5. Death in the family
  6. Observation or celebration of a bona fide religious holiday
  7. Approved school activity
  8. Individual Education Program/Alternative Education Program
  9. College visitations
- The Principal may require parent(s)/guardian(s) to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.
- If parent(s)/guardian(s) wish for their child to be absent for a reason not listed above, the parent(s)/guardian(s) must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parent(s)/guardian(s) via telephone and writing of his/her decision. This advanced planning will allow teachers enough time to work with parent(s)/guardian(s) and the student regarding work completion. If the Principal determines that good cause does not exist, the parent(s)/guardian(s) may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his/her initial determination. However, at this juncture, the Principal's decision shall be final.

## **IHGMS Attendance Procedure**

- The Board considers more than four (4) absences, excused or unexcused, per marking term to be excessive. Students who are absent more than four days in any marking quarter will have a letter sent home informing the parent(s)/guardian(s) that the school considers the student's absences as excessive and requests that a parent(s)/guardian(s) call the school to provide pertinent information relative to the student's absences. The letter will inform the parent(s)/guardian(s) that the student has been referred to the Student Intervention Team (SIT) due to excessive absences.
- When a student reaches five (5) unexcused absences, a letter will be mailed requiring the parent(s)/guardian(s) to come in to meet with the SIT team for a truancy intervention. During this meeting following will take place, but may not be limited to:
  1. An Investigation as to the cause(s) of the student's truant behavior.
  2. Consideration, when appropriate, modification of of the student's educational program to meet particular needs that may be causing the truancy.
  3. The development of a plan designed to eliminate the truancy.
  4. Determine if there is a need for alternative disciplinary measures related to the student's truancy but still District retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline.
- If after the intervention meeting has been held and an agreed upon plan to reduce truancy has been developed and the student's truancy continues, the parent(s)/guardian(s) will be required to meet with the SIT team to review, and amend if needed, the plan designed to reduce truancy.
- If after the second parent(s)/guardian(s) meeting with the SIT team the student's truancy continues, then the student's truancy case will be given to the School Resource Officer to implement the provisions of RSA 189:36:
  - Truant officers shall, when directed by the school board, enforce the laws and regulations relating to truants and children between the ages of 6 and 18 years not attending school or who are not participating in an alternative learning plan under RSA 193:1, I(h); and the laws relating to the attendance at school of children between the ages of 6 and 18 years; and shall have authority without a warrant to take and place in school any children found employed contrary to the laws relating to the employment of children, or violating the laws relating to the compulsory attendance at school of children under the age of 18 years, and the laws relating to child labor.
- If a student is determined to be truant and the parent(s)/guardian(s) fail to meet with the SIT team in at an agreed upon time and date, then the principal will refer the student's truancy case to the School Resource Officer.

**Based on Raymond School Board Policies JH - Attendance & JHB - Truancy**



## IHGMS Attendance Procedure

### Reference Policies:

#### **Attendance** (Excerpt from Raymond School District Policy - JH):

Each student enrolled in the Raymond Public Schools is required to attend school on a regular basis. In order to take maximum advantage of the educational opportunities offered by the Raymond School District, students need to establish a pattern of regular and punctual attendance.

Student attendance is the responsibility of the parent(s)/guardian(s) and the student. Students should always be in school except when:

1. The student's health prohibits attendance.
2. The student's presence is required elsewhere by sound, pressing, and unavoidable out-of-school activity.
3. The student, the student's parent(s)/guardian(s), and the Principal agree that the reason for the absence is in the best interest of the student.

Absences, even with the approval of the parent(s)/guardian(s), that are excessive and/or interfere with the student's educational program will be discussed with parent(s)/guardian(s) and/or the student will be referred to the Student Intervention Team.

The Board considers more than four (4) absences per marking term to be excessive.

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

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

#### **The Board considers the following to be excused absences:**

1. Illness (Physician statement required for more than 3 consecutive days)
2. Recovery from an accident/natural disaster
3. Required court attendance
4. Medical and dental appointments
5. Death in the family
6. Observation or celebration of a bona fide religious holiday
7. Approved school activity
8. Individual Education Program/Alternative Education Program
9. College visitations

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

In the event of an illness, parent(s)/guardian(s) must call the school and inform the District of the student's illness and absence. Parent(s)/guardian(s) must provide written notice or a written excuse that states one of these reasons for non-attendance within 2 days of the student's return. The

## **IHGMS Attendance Procedure**

Principal may require parent(s)/guardian(s) to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parent(s)/guardian(s) wish for their child to be absent for a reason not listed above, the parent(s)/guardian(s) must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parent(s)/guardian(s) via telephone and writing of his/her decision. This advanced planning will allow teachers enough time to work with parent(s)/guardian(s) and the student regarding work completion. If the

Principal determines that good cause does not exist, the parent(s)/guardian(s) may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his/her initial determination. However, at this juncture, the Principal's decision shall be final.

### **Truancy** (Excerpt from Raymond School District Policy - JHB)

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused as per policy JH, Student Absences and Excuses, will be considered an unexcused absence.

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

A full-day presence is defined as a student who attends 4 or more hours of instructional time. A half-day presence is defined as a student attending at least 3, but less than 4, hours of instructional time. A full-day absence is defined as a student attending less than 3 hours of instructional time.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parent(s)/guardian(s), and other staff members as may be deemed necessary.

The intervention shall include processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parent(s)/guardian(s) in the development of a plan designed to eliminate the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;

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

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

## **STUDENT FAMILY TRAGEDY PROTOCOL**

When a staff member becomes aware of a family tragedy, the following protocol will be followed.

- Inform the front office (Carla). Carla will then relay the information to Administration, Guidance, Nurse, and the Team Leader of the team the student is on. Do not discuss with other staff members or students until further direction is given.
- Once the information is received and depending on the tragedy, it will be determined what information will be disclosed to whom and in what manner.
- If the staff member has received this information from a parent, and it has been requested that they don't want the information about the tragedy given to others, we will honor parent's request.
- Student will determine if they want to see a guidance counselor. Do not insist.
- If there are any questions about this protocol, see one of the guidance counselors.



**Level #1 – CONCERN**

You become aware of student behaviors, comments, writing art, etc. such as:

- Comments about death, committing suicide.
- Expressions of sadness, emptiness, hopelessness, pessimism, helplessness, worthlessness.
- Evidence a student is having difficulty concentrating or remembering.
- Marked changes in usual behavior such as losing interest/pleasure in usual activities, loss of energy or drive, falling asleep in class, restlessness/irritability, cutting class.
- Evidence of psychomotor agitation, excessive energy.
- Marked changes in appearance such as weight loss or gain.
- Comments from other students about a classmate with these behaviors/feelings (above).
- Evidence of self-mutilation, cuts, bruises.
- Withdrawal from friends, activities.

Consult with a Guidance Counselor as soon as possible.  
The Counselor will decide how to proceed.

**Level #2 – CRITICAL SITUATION**

The student is distraught and/or tells you he/she wants to hurt him/herself.

**During school hours:**

1. Tell the student you are not allowed to keep this information confidential and you need to tell someone who can help.
2. Accompany the student to the Counselor's office.
3. Tell the guidance receptionist that the student must see a counselor immediately.
4. If the student refuses to go with you, **do not allow the student to leave your space.** IMMEDIATELY telephone an available adult, (Asst. Principal, Main Office staff person, other Guidance Counselor, school nurse.)

**After school hours:**

1. Encourage the student to talk about what is happening and attempt to calm him/her.
2. Tell the student you are not allowed to keep this information confidential and you need to contact his/her parents.
3. Call the parents and request that they come to pick up their son/daughter.
4. If the parents are unavailable, call the police or 911; the police can take the student to the nearest emergency room.
5. Remain with the student until parents or police come.
6. Inform the appropriate school administrator.  
*+Confidentiality requirements may prevent your receiving complete feedback.*

1. Call for a 2<sup>nd</sup> counselor/administrator to join in meeting with the student.
2. The Counselor will encourage the student to talk about what is happening.
3. If the student is clearly in crisis, the Counselor may contact the student's parents to take him/her to the mental health center. The Counselor will talk with the student about contacting parents and decide on a follow-up plan.
4. If parent's unavailable or refuses, contact the police for support to transport for evaluation.

*The Counselor will make every effort to follow up with you. Confidentiality requirements may prevent the Counselor from giving you complete feedback.*

Post-event self-care: Hearing a student talk about suicide can trigger feelings in you. It is normal to feel helpless, angry, or an overwhelming sense of responsibility. After the crisis, take a moment to talk with someone you trust about your own feelings. You may wish to review what took place with a school Counselor.

Following a critical incident: A re-admission school note is required from a health provider.



## **Substitute Teacher Evaluation Process**

*The building secretary plays an important role in this process by following up and ensuring these forms are completed by the substitute teacher and the teacher.*

- Substitute Teacher completes “Substitute Teacher’s Assessment” after completing their work assignment. Then gives it to the building secretary
- The building secretary will give the form to the teacher when he/she returns along with the “Teacher’s Assessment of the Substitute” form.
- The teacher will complete the “Teacher’s Assessment of the Substitute” form and attach it to the “Substitute Teacher’s Assessment” form and then gives both forms to the principal.
- The principal will keep forms in a file

*Through out the year the principal will have both Substitute Teacher’s Assessment and Teacher’s Assessment of the Substitute for each assignment.*

- Each year the principal will use the “Principal’s Assessment of Substitute Teacher Performance” form to do an evaluation on the substitute teacher using the forms collected though out the year.

*Substitute evaluation forms with assessments attached are due April 30<sup>th</sup> to HR Dept.*

# Raymond School District

## THE TEACHER'S ASSESSMENT OF THE SUBSTITUTE FORM

Teacher's Name \_\_\_\_\_ Date this form was completed \_\_\_\_\_

Substitute's Name \_\_\_\_\_ Date(s) substituted \_\_\_\_\_

Content area/grade level taught \_\_\_\_\_

Please fill out the following form and return it to the Building Secretary in the Principal's office. It will be placed on file with the substitute's assessment form to complete an end-of-the year evaluation. Thank you.

### I. Fulfillment of Substitute Expectations

		Went beyond expectations	Met expectations	Did not meet expectations	Does not apply
1.	Followed the prepared lesson plans?				
2.	Provided information on his/her success with the lesson plans?				
3.	Room was left in appropriate order?				
4.	Student work was collected as requested?				
5.	Observed school schedule and duties?				
6.	Learning activities were completed as written?				

7. Student response was favorable?	Yes	No	
------------------------------------	-----	----	--

This person should be considered for future substituting?	Yes	No	
---	-----	----	--

Comments: (strengths, weaknesses, etc.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your input. In your absence, the school wants the best possible replacement for you. Substitute teacher assessment helps us see who does an appropriate job in order to know who to have back for you

\_\_\_\_\_

Teacher's Signature

**Turn in to Principal's Office**



# Raymond School District

## THE SUBSTITUTE TEACHER'S ASSESSMENT

Substitute Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Date(s) substituted: \_\_\_\_\_

Teacher Substituted for: \_\_\_\_\_

Number of days this Assessment is based on? \_\_\_\_\_

### I rate my classroom performance:

- |  | HIGH |  |  |  |  |  |  |  | LOW |
|--|------|--|--|--|--|--|--|--|-----|
| 1. I followed lesson plans . . . . .   |      |  |  |  |  |  |  |  |     |
| 2. The class was well managed . . . . .                                      |      |  |  |  |  |  |  |  |     |
| 3. The student response was appropriate . . . . .                            |      |  |  |  |  |  |  |  |     |
| 4. I fulfilled the job expectations . . . . .                                |      |  |  |  |  |  |  |  |     |
| 5. I provided student accomplishments to teacher . . . . .                   |      |  |  |  |  |  |  |  |     |
| 6. I left the classroom in appropriate order . . . . .                       |      |  |  |  |  |  |  |  |     |
| 7. I comply with all confidential law and regulations for students . . . . . |      |  |  |  |  |  |  |  |     |

### In the classroom where I substituted:

- |  |     |    |
|--|-----|----|
| 9. The sub plan(s) was/were available and clear? . . . . .             | Yes | No |
| 10. The learning materials were available and user friendly? . . . . . | Yes | No |
| 11. A seating chart was provided? . . . . .                            | Yes | No |
| 12. Class schedule was available? . . . . .                            | Yes | No |
| 13. Safety and fire drill procedures were available? . . . . .         | Yes | No |

14. What suggestions you would make to ensure your future substitution day(s) could be more effective?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Substitute's Signature \_\_\_\_\_

Turn in to Building Secretary at the completion of an assignment.



Raymond School District Policy EDC-R

**AUTHORIZED USE OF SCHOOL OWNED  
MATERIALS AND EQUIPMENT AGREEMENT**

Name of Borrower: \_\_\_\_\_

Location: \_\_\_\_\_

Loaned Equipment: \_\_\_\_\_

Date Received: \_\_\_\_\_

Serial #: \_\_\_\_\_

Estimated Replacement Cost: \_\_\_\_\_

**I understand by borrowing the above listed equipment/materials I am responsible for returning the equipment/materials in the condition in which it was received and for the financial responsibility to replace the item for any loss or damage, which will meet the requirements of all applicable insurance.**

\_\_\_\_\_  
Borrower's Name Print

\_\_\_\_\_  
Borrower's Name Signature

\_\_\_\_\_  
Superintendent/Designee Signature

*Reference: RSD Policy EDC adopted May 16, 2002*

Approved: June 18, 2008



Raymond School District Policy – GBEBD

EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES

The School Board strongly discourages school district staff from socializing with students outside of school on social networking websites, including but not limited to MySpace, Facebook, Twitter, or dating websites.

All school district employees, faculty and staff who participate in social networking websites shall not post any school district data, documents, photographs or other district owned or created information on any website. Further, the posting of any private or confidential school district data is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. No conduct may negatively impact or disrupt the educational environment in the school. Employees who violate this policy may face discipline and/or termination, in line with other school board policies, acceptable use agreement, and/or collective bargaining agreements, as applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of approved educational websites if such sites are used solely for educational purposes.

Access of social networking websites for individual use during school hours is prohibited.

Approved: September 2, 2009



Raymond School District Policy JICDAA (Also GBEBB)

EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistent and fairly applied discipline and established professional boundaries.

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff members shall not fraternize, either verbally or in writing, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to RSA 169-C:29 and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate school staff or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone in a room with a student with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD.

Staff members who violate this policy may face disciplinary measures, up to and

including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

Adopted: May 5, 2010



Raymond School District Policy - JLF

REPORTING CHILD ABUSE

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the principal within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

All new employees would be required to receive training and information on requirements and how to identify child abuse and neglect. The Board recommends all school district employees receive periodic training or information on how to identify child abuse and neglect, or on any new requirements

Legal References:

*NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect*  
*RSA 169-C:29, Persons Required to Report*  
*RSA 169-C:30, Nature and Content of Report*  
*RSA 169-C:31, Immunity from Liability*  
*RSA 169-C:34, III, Duties of the Department of Health and Human Services*

Adopted: May 3, 1971  
December 6, 1984  
Revised: August 1, 2002  
Revised: October 6, 2010



## WELLNESS POLICY

The Raymond School Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is, therefore, the goal of the Board that the learning environment be aligned to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

### Goals:

1. The District shall teach, encourage, support, and model healthy eating habits for students.
2. The District shall teach, encourage, support, and model age-appropriate daily physical activity.
3. The District shall educate students, employees, school board, and community members to the important benefits of a healthy lifestyle.
4. The schools shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits.

### Nutrition Guidelines:

The Raymond School District's nutritional standards are based upon standards established under the Healthy, Hunger Free Kids Act of 2010 (HHFKA) and its subsequent revisions. These nutrition guidelines, apply to all foods available to students on school grounds during the school day from midnight of the previous day until a minimum of 30 minutes after the final bell, including but not limited to: the school lunch and breakfast program; foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities; parties; celebrations; or fundraising efforts. As needed, the Wellness Committee will request that the Superintendent notify the School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this policy.

A. School Meals: School Meals served in the District shall meet or exceed the nutrition requirements established by the USDA under HHFKA, its laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer a variety of foods and choices for students. Nutritional information about school meals will be available upon request. Menus will be available on the school website, in the cafeterias, and other appropriate school media.

B. Free and Reduced Meals: Eligibility for and distribution of free and reduced priced meals will be provided with confidentiality in accordance with state and federal requirements.

C. Breakfast & Lunch: In order to meet the nutritional needs of children and enhance their ability to learn, the Raymond School District will provide a breakfast program as well as lunch.

D. Meal Times and Scheduling: Schools whenever possible:

1. Shall ensure students have sufficient time to eat breakfast and lunch in accordance with the HHFKA.
2. Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.

E. Food Sales: All food items available through schools and school functions should meet or exceed nutritional standards established by the HHFKA and its "Smart Snack" guidelines.

1. Elementary Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary school are sold only as balanced meals with the exception of milk, which can be purchased separately.
2. Middle and High Schools: In middle and high school, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, fundraising, etc.) to students during the school day will meet the standards set under HHFKA and Smart Snack criteria.

F. Fundraising Activities: To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) should include foods that qualify under HHFKA and Smart Snack criteria. The Alliance for a Healthier Generation's "Smart Snack Calculator" and the Food Service Director may be used as resources for determining qualifying items. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

G. Rewards: Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

H. Snacks/Lunches: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables or Smart Snack qualifying items as the primary snacks, and water as the primary beverage.

Students are discouraged from bringing unhealthy foods or beverages to school for either snack or lunch. Examples of these are any soda, high calorie/caffeinated energy drinks and food items that are high in sugar, fat or sodium content.

Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items and the Smart Snack Calculator link to teachers, after-school program personnel, and parents.

I. School Store: Food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.) Food items being sold in the school store will also be subject to the competitive foods standards. The sale of competitive food to students will be prohibited from the midnight before, to 30 minutes after the end of the official school day, or what may be considered the instructional day.

J. Celebrations: Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards under Smart Snacks and HHFKA. The district will disseminate a list of healthy party ideas to parents and teachers. Subject area lessons involving food preparation should follow nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and classroom food related events will communicate with school food services managers to assist with nutritional planning and reducing food waste.

K. Classroom Activities: Schools shall discourage the use of food items for instructional purposes unless as part of the course curriculum. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

#### Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

#### Plan for Measuring Implementation:

The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this policy. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the Superintendent. The Wellness Committee will periodically

assess the nutrition and physical activity environment throughout the District and provide input to each Building Principal and the Superintendent regarding progress on the current targets, recommend any new targets, and identify strategies in support of the goals stated in this policy. The Superintendent and Building Principals will decide upon the targets and strategies in support of the goals stated in this policy. Progress reports will be provided to the School Board once per year.

Community Involvement:

The Board will establish a Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the District. This group will assess progress on the current goal targets, recommend any new goal targets, and identify strategies for achieving them. The Committee will be appointed by the Superintendent. The Committee will consist of a group representing parents, students, the school's food service program, the School Board, administrators, regular and wellness-related faculty and staff as well as members of the public with wellness-related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

Ed 306.04(a)(20), Wellness

Ed 306.401, Health and Wellness Education Program

Adopted: July 19, 2006

Revised: June 30, 2016

# Smart Snacks in School

## USDA's "All Foods Sold in Schools" Standards

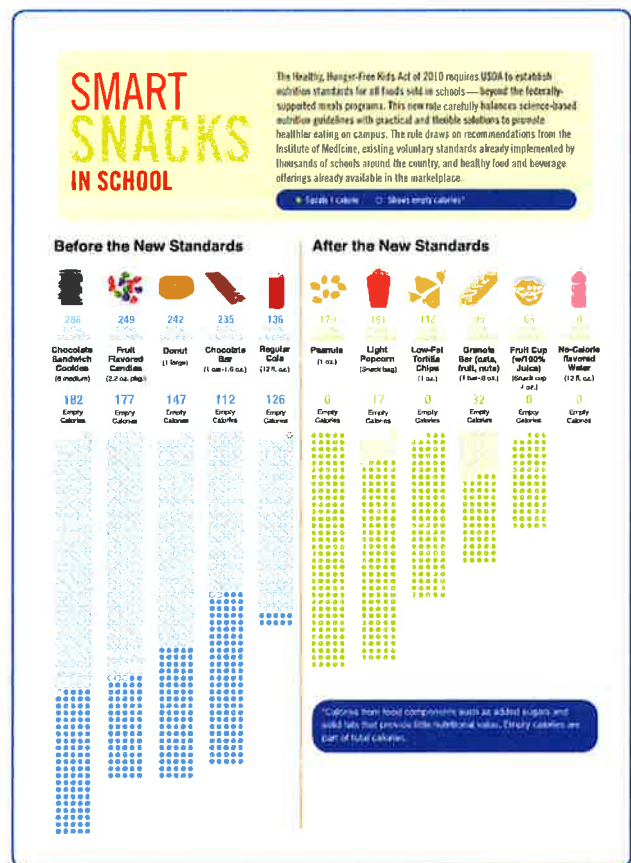
USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

*Smart Snacks in School* also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

### Nutrition Standards for Foods

- **Any food sold in schools must:**
  - Be a "whole grain-rich" grain product; or
  - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
  - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).\*
  
- **Foods must also meet several nutrient requirements:**
  - **Calorie limits:**
    - Snack items: ≤ 200 calories
    - Entrée items: ≤ 350 calories
  
  - **Sodium limits:**
    - Snack items: ≤ 230 mg\*\*
    - Entrée items: ≤ 480 mg
  
  - **Fat limits:**
    - Total fat: ≤35% of calories
    - Saturated fat: < 10% of calories
    - Trans fat: zero grams
  
  - **Sugar limit:**
    - ≤ 35% of weight from total sugars in foods



\*On July 1, 2016, foods may not qualify using the 10% DV criteria.

\*\*On July 1, 2016, snack items must contain ≤ 200 mg sodium per item

## Nutrition Standards for Beverages

- **All schools may sell:**
  - Plain water (with or without carbonation)
  - Unflavored low fat milk
  - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
  - 100% fruit or vegetable juice and
  - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- **Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.**
- **Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students.**
  - No more than 20-ounce portions of
  - Calorie-free, flavored water (with or without carbonation); and
  - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
  - No more than 12-ounce portions of
  - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

## Other Requirements

- **Fundraisers**
  - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
  - The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
  - The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.
- **Accompaniments**
  - Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
  - This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

## Public Comment

USDA is seeking comments on these standards. The formal 120-day comment period is open through October 28, 2013. We also want to continue to receive feedback during implementation of the standards, so that we are able to make any needed tweaks to the standards based on real-world experience. Feedback from students, parents, school food staff, school administrators, State agencies and other interested parties is critical to ensuring successful standards.

To find the standards online, simply go to <http://www.regulations.gov> and search by the docket number, which is FNS-2011-0019, or you may type in the name of the rule "Nutrition Standards for All Foods Sold in School".

Comment Online:  
<http://www.regulations.gov>

Comment by Mail:  
William Wagoner  
Section Chief, Policy and  
Program Development Branch  
Child Nutrition Division  
Food and Nutrition Service  
P.O. Box 66874  
St. Louis, MO 63166





## Smart Snacks in School Fundraisers

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish nutrition standards for all foods and beverages sold to students in school during the school day, including foods sold through school fundraisers. The new *Smart Snacks in School* nutrition standards will help schools to make the healthy choice the easy choice by offering students more of the foods and beverages we should be encouraging – whole grains, fruits and vegetables, leaner protein, lower-fat dairy – while limiting foods with too much sugar, fat and salt.

USDA understands that fundraisers are time-honored traditions that support local school activities, including class trips, athletic programs and the purchase of school supplies. Under the “Smart Snacks in School” nutrition standards, USDA has sought to balance the needs of schools to conduct occasional fundraisers, while still ensuring that students have access to healthier foods and beverages during the school day.

### **Highlights of the *Smart Snacks in School* nutrition standards include:**

- **States set an appropriate number of exempt school-sponsored fundraisers.**  
States are well-positioned to identify the particular needs of their local communities. As such, each state will have the flexibility to set a certain number of fundraisers that can sell foods or beverages that do not meet the nutrition standards.
- **No limits on fundraisers that meet the new standards.**  
In addition, fundraisers that sell non-food items or foods or beverages that meet the new standards are not limited under the nutrition standards. There are many healthy fundraising options available to schools, including selling books, fresh produce, school spirit merchandise or other non-food items during the school day. Your school’s local wellness committee may have some great tips on how to raise funds and help students make healthy choices at the same time.
- **Schools decide what can be sold at events outside of school hours.**  
*Smart Snacks in School* only applies to foods and beverages sold to students on the school campus during the school day. The nutrition standards do not apply to foods and beverages sold at events held after school, off campus, or on weekends, such as school plays or sporting events.
- **Exceptions for fundraiser foods not intended for consumption in schools.**  
Fundraising activities that take place outside of school, such as cookie dough or frozen pizza sales, are exempt from the nutrition standards. Distribution of order forms and foods not intended for consumption at school may continue.







Iber Holmes Gove Middle School

**PLC Questions:**

1. **What do we expect students to learn?**
2. **How will we know if they learn it?**
3. **How do we respond when students experience difficulty in learning?**
4. **How do we respond when students *do* learn?**

**PLC AGENDA AND MINUTES FORM**

**Team Meeting Expectations:** minimum 2x/week for 40 minutes, curriculum, instruction, and/or assessment based, meetings/week (unit planning/tuning, summative performance assessment planning/tuning, looking at student work, etc. using SRI type protocols)

<b>Meeting Date:</b>		<b>Focus:</b>		<b>Team:</b>	
<b>Present:</b>					
<b>Absent:</b>					

**Agenda Items:** (Minutes for each agenda item should include highlights of the discussions, decisions, follow-up tasks, who is responsible for what and by when.)

<b>Are we aligned and consistent in our grade level / school wide expectations?</b>	1.	Review Norms (If norms are not set they need to be done at the beginning of the meeting.)
	2.	
	3.	
	4.	

<b><u>Successes from Today:</u></b>	<b><u>Plan for Next Meeting:</u></b>
<b><u>Questions/Concerns:</u></b>	<b><u>Needs from Building Administrators:</u></b>

Copies to/share with: [MS\\_Leadership@sau33.com](mailto:MS_Leadership@sau33.com)



## 16. 23 IHGMS Technology Sign-out Procedure

We are very fortunate to have multiple technology resources that are available for all teachers on all teams to access to help enhance the learning experiences of their students. None of our portable technology is assigned to any team or pod.

- All technology that is available to be signed out is on the Technology Sign-out spreadsheet maintained by the Library/Media Specialist.
  - Portable technology is to be signed out to the teacher who is using it.
- All portable technology (carts) will be returned to the library/media center at the end of each day and the cart is to be plugged in.
- When you are scheduled to have a cart to use in your classroom, according to the Technology Sign-out spreadsheet, you will need to obtain it from whomever had signed it out last or the library/media center.
  - If no one has it signed out for the next time period, then the cart needs to be returned to the library/media center.
  - Teachers are responsible to take inventory of the number of devices on a cart when they receive it as well as when they are done with it. This will ensure that all the devices have been returned to the cart at the end of each use period.
  - If a teacher finds one or more devices missing and they are not accounted for on the cart's inventory sheet, then the teacher will send out an email to that effect to [MS\\_Faculty@sau33.com](mailto:MS_Faculty@sau33.com).
  - If there are any devices that are not functioning correctly, the user needs to complete an IT SchoolDude for that device.
  - IT will send an email to [MS\\_Faculty@sau33.com](mailto:MS_Faculty@sau33.com) of any changes in the numbers of devices available on any of the portable technology related to service to those devices.
- If the cart that you have signed out is not in the location it is scheduled to be in and it is not available in the library/media center, then contact the office to get assistance in locating the cart.
- If you have signed out one of the carts or one of the labs but don't need it, be sure to remove your name from the Technology Sign Out for the appropriate time period. Signing out a resource and bit using it removes it from the availability of others to use it.
- If a teacher who has signed out a cart does not follow the procedure they will receive a warning from administration. If the procedure is not followed a second time they may not have access to portable technology for the next five school days.

Effective February 29, 2016

Updated April 7, 2016



## Raymond School District Policy - AC

### NONDISCRIMINATION/EQUAL OPPORTUNITY

The Raymond School District does not exclude from participation, deny the benefits of, or otherwise discriminate in the administration of its admissions or in its educational programs, activities, or employment practices on the basis of race, color, national origin, ancestry, religion, age, sex, handicap/disability, sexual orientation, economic status, or marital status.

The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

These statements reflect the mission of the Raymond School District and refers to, but is not limited to, the provision of the following laws:

Title VI and VII of the Civil Rights Act of 1964;  
The Age Discrimination Act of 1975;  
Title IX of the Education Amendments of 1972;  
Section 504 of the Rehabilitation Act of 1973;  
Title II of the Americans with Disabilities Act of 1990;  
NH Law Against Discrimination (RSA 354-A);  
State Rule: Ed. 303.01 (i), (j), (k).

Inquiries regarding discrimination may be directed to the building Principal or his/her designee(s) or the Superintendent of Schools, SAU 33, 43 Harriman Hill Road, Raymond, NH 03077 (603) 895-4299. For complaints of race, color, national origin or ancestry discrimination, see "*Discrimination, including Harassment, Based on Race, Color, National Origin and Ancestry-ACA*," for grievance procedures.

For complaints regarding sex discrimination, see "*AC-R-Nondiscrimination: Title IX Grievances*," for Title IX grievance procedures, and for complaints regarding sexual harassment, see "*JBAA-Sexual Harassment – Students*." The Title IX Coordinator, who can be reached through the District's Human Resources Coordinator, at the SAU 33 Office, 43 Harriman Hill Road, Raymond, NH 03077 (603) 895-4299, ext 1104. For complaints regarding disability discrimination, see "*ACE-Procedural Safeguards – Nondiscrimination On The Basis Of Handicap/Disability*," for Section 504 grievance procedures. The Special Education/Disabilities and the Section 504/Title II Coordinator, who is the District's Special Education Director, is to be reached at Raymond School District, 43 Harriman Hill Road, Raymond, NH 03077, (603) 895-4299, ext. 1108.

Inquiries may also be made to: Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Suite 900, Boston, MA 02109-3921; (617) 289-0111; Website: [www.ed.gov/ocr](http://www.ed.gov/ocr); Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Statutory Reference: RSA 354-A:7*

*See Appendix AC-R*

Adopted: April 21, 1988

Revised: February 7, 2002

Revised: June 6, 2012

Revised: April 6, 2016





Raymond School District Policy – AC-R\*

NONDISCRIMINATION: TITLE IX GRIEVANCES

Inquiries or complaints regarding compliance with Title IX may be directed to the office of Superintendent of Schools. Grievances will be processed as follows:

GRIEVANCE PROCEDURE

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing, using the form provided, to the office of the Superintendent of Schools, hereafter referred to as "the designated employee." The designated employee shall without delay forward it to the person immediately responsible, i.e., department head, coach, supervisor, etc.
2. The immediately responsible person will investigate the complaint and report his/her findings and recommended remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the designated employee who will maintain a file on all grievances.
3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation.
  - a. Responsible Building Principal (5 school days)
  - b. Superintendent of Schools (10 school days)
  - c. School Board (20 school days)
4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Note: All reports submitted throughout the grievance procedure must be made out in duplicate, with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances. Blank grievance forms will be available in all Principals' offices in every school and in the Superintendent of School's office.

Revised: February 7, 2002



Raymond School District Policy – ACA

**DISCRIMINATION, INCLUDING HARASSMENT,  
BASED ON RACE, COLOR, NATIONAL ORIGIN AND ANCESTRY**

**I. GENERAL STATEMENT OF POLICY**

The Raymond School District prohibits all forms of race, color, national origin and ancestry-based discrimination, including harassment. It also prohibits retaliation as defined under this policy. The District treats retaliation as a form of discrimination under this policy.

This policy is an integral part of the District's comprehensive efforts to promote learning and equal educational opportunities for all our students, eliminate violent, harmful, and disruptive behavior and to provide a learning environment free from discrimination, including harassment and retaliation.

The District will promptly investigate all reports and complaints of discrimination, including harassment, based on race, color, national origin or ancestry, and retaliation.<sup>1</sup> Any violation of this policy is a serious offense that will subject the violator to disciplinary and corrective measures, and, where appropriate, referral to a law enforcement agency.

Nothing in this policy is designed or intended, however, to limit the authority of the District or any of its schools to discipline or take corrective or remedial action in response to violent, harmful or disruptive behavior, regardless of whether this policy covers the conduct. Nor does this policy limit the authority of the District or its schools to take immediate interim disciplinary action as set forth in applicable disciplinary codes or policy. The Superintendent and school principals are authorized to delegate their responsibilities under this policy to a designee.

**II. POLICY DEFINITIONS**

For purposes of this Policy:

1. **"HARASSMENT"**: Harassment is unwelcome or inappropriate conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin or ancestry that creates a hostile environment for the student. A hostile environment is created when the conduct is sufficiently severe, persistent or pervasive so that it interferes with or limits a student's ability to participate in or benefit from the district's programs or activities.
2. **"OTHER PROHIBITED CONDUCT"** means any unwelcome or inappropriate conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin or ancestry that does not involve severe, persistent or pervasive behavior, but will likely create a hostile environment if it persists, by interfering with or limiting the ability of a student(s) to participate in or benefit from the district's programs or activities.

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<sup>1</sup> Whenever this policy refers to any time frame, it may be extended for good cause, as documented.

3. Below are examples of violations of this policy, in circumstances where the oral, written, graphic, electronic or physical conduct has had the purpose or effect of creating a hostile environment:

A. "RACE OR COLOR HARASSMENT" includes but is not limited to unwelcome or inappropriate oral, written, electronic or physical conduct that denigrates, demeans or stereotypes a person based on his/her actual or perceived race or color, including characteristics of a person's race or color, such as racial slurs or insults, racial graffiti or symbols, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

B. "NATIONAL ORIGIN OR ANCESTRY HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic, or physical conduct which denigrates, demeans or stereotypes a person based on his/her actual or perceived national origin, ancestry, or ethnic background, such as ethnic slurs or insults, negative comments, graffiti or symbols about surnames, country of origin, customs, language, accents, immigration status, or manner of speaking.

4. "DISCRIMINATION" means treating a student or group of students less favorably, or interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school because of that student's race, color, national origin or ancestry, as protected under New Hampshire and federal nondiscrimination laws.

5. "RETALIATION" means retaliating against any person for opposing any act or practice reasonably believed to be discriminatory as prohibited by applicable law and/or this policy, or for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of discrimination, including harassment. Retaliatory acts include overt or covert acts of reprisal, interference, punishment or harassment against an individual or group.

6. "COMPLAINANT" means a student who is the alleged victim of conduct covered by this policy, or his/her parent(s)/guardian(s).

7. "COMPLAINT" means an oral or written report by a student or his/her parent(s)/guardian(s), to a school or District employee alleging that the student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy.

8. "REPORT" means an oral or written report to a school or District employee by anyone other than the student victim or his/her parents/guardians, alleging that a student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy.

### **III. POLICY APPLICATION**

This policy applies to all sites and activities the Raymond School District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or

event, as set forth in the District's Policy, "JICDA-*Student Safety and Violence Prevention*."<sup>2</sup>

#### **IV. REPORTING UNDER THE POLICY**

##### **Receipt of Reports**

1. **School-Level:** The Principal or designee is the person responsible for receiving oral or written reports or complaints at the building level for discrimination, including harassment or retaliation, or other prohibited conduct, under this policy.

2. **District-Level:** The Superintendent or designee is the District's Title VI Coordinator to receive reports or complaints of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy, against the District, a District-level employee, or a building Principal. If the report or complaint involves the Superintendent, it shall be filed directly with the School Board.

##### **Student Reporting**

3. Any student (or a parent/guardian of a student) who becomes aware of or who believes he/she, or another student, has been the victim of discrimination, including harassment or retaliation, or other prohibited conduct, in violation of this policy, is strongly encouraged to immediately report the alleged act(s) to the Principal or designee, but shall report the act(s) within ninety (90) calendar days of the alleged occurrence. The reporting time may be extended for good cause. The principal or designee shall immediately notify the Superintendent of the complaint or report. If the student is more comfortable reporting the alleged act(s) to a person other than the Principal, the student (or his/her parent/guardian) may tell any school or District employee about the alleged discrimination, including harassment or retaliation, or other prohibited conduct. That employee shall report that information to the appropriate administrator.

4. If the complaint or report is against a building Principal, it shall be filed directly with the Superintendent or designee.

5. The District encourages the reporting party or complainant to use the report/complaint form available from the Principal of each building or available from the Superintendent's office, and available on the district's Website. Use of the formal reporting form, however, is not mandatory.

##### **Staff Reporting**

6. Any Raymond School District employee, volunteer or independent contractor who witnesses, receives a complaint or report of, or has knowledge or belief that a student has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy shall inform the Principal or designee as soon as possible, but by no later than the end of that school day, and shall also transmit a written report to the Principal or designee by no later than the beginning of the next school day. If the complaint or report involves the building Principal, it shall be filed directly with the Superintendent.

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<sup>2</sup> Nothing in this policy should in any way create or should be construed to create an express or implied contract.

## **V. PROCEDURE UPON RECEIPT OF COMPLAINT OR REPORT**

1. Upon receipt of a complaint or report under this policy, the Principal or designee shall commence an investigation consistent with the provisions of Section VI of this Policy and forward a copy of the written complaint or report to the Superintendent within one school day.
2. In the event of a conflict or other circumstance that prevents the Principal and designee from investigating the report or complaint, including where the Principal and designee are directly and personally involved with a complaint or are closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation. If the report or complaint is against the Principal, the Superintendent or designee shall investigate the report or complaint.
3. After receipt of a complaint or report, the Principal or designee will attempt to identify and obtain the cooperation of the student who is the victim of the alleged conduct, if there is one. An investigation shall proceed even if a student is reluctant to fill out the designated complaint or reporting form and chooses not to do so. Even where the Principal or designee does not obtain the identity of or cooperation by the alleged victim(s), the Principal or designee will investigate the allegations, to the extent feasible.

### **Notification of Parents/Guardians**

4. Within 48 hours (not including weekends or holidays) of receiving a complaint or report under this policy, the Principal or designee shall notify the parents/guardians of a student who has been reported as a victim and to the parents/guardians of a student who has been reported as a perpetrator. Such notification may be made by telephone, writing or in-person. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the investigative report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

### **Waiver of Notification Requirement**

5. The Superintendent may, within a 48 hour time period (not including weekends or holidays), grant the Principal a waiver from the requirement that the parents/guardians of the alleged victim and the alleged perpetrator be notified of the filing of a complaint or report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted by the Superintendent shall be in writing to the Principal.

## **VI. RESOLUTION PROCESS: DETERMINING WHETHER TO APPLY THE FORMAL OR INFORMAL PROCEDURE**

### **A. SELECTING APPROPRIATE RESOLUTION PROCEDURE**

1. After the Principal or designee receives a complaint or report, (s)he shall determine whether to resolve the complaint or report through a Formal or Informal Resolution Procedure.
2. The Principal or designee shall commence a Formal Resolution Procedure and investigation under Section C, if any one of the following apply:

- (1) the complaint or report involves an allegation of severe, persistent or pervasive harassment, or other serious form of discrimination or retaliation;
- (2) there is a pending Formal Resolution Procedure against the alleged perpetrator;
- (3) the alleged perpetrator has previously been found to have violated this policy after a Formal Resolution Procedure;
- (4) the alleged conduct involves physical harm to a person or is serious enough that it may place a person at physical risk;
- (5) the incident has resulted in a criminal charge;
- (6) the alleged perpetrator is an employee, volunteer or independent contractor;
- (7) the incident involves a referral to the Division of Youth, Children & Families, Department of Health and Human Services; or
- (8) where a Formal Resolution Procedure is otherwise appropriate under the circumstances.

3. The Informal Resolution Procedure is applicable only if it involves an allegation of “other prohibited conduct,” as defined in Section II, and if the parties agree to voluntarily participate. If the parties do not agree to voluntarily participate, or an Informal Resolution Procedure is not deemed appropriate, the Principal or designee shall address the matter under the Student Code of Conduct.

## **B. INFORMAL RESOLUTION PROCEDURE**

1. **MEETING SEPARATELY WITH PARTIES:** Where an Informal Resolution Procedure is initiated, the Principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days), to review and explain the informal resolution procedures, answer any questions, and explain the prohibition against retaliation.

2. **VOLUNTARY RESOLUTION:** If appropriate, after completing any initial information gathering or investigation the Principal or designee deems necessary to reach a voluntary resolution, (s)he will propose a resolution. The Principal or designee shall invite the parents/guardians of the complainant and the alleged perpetrator to attend the resolution meeting. If the complainant, the alleged perpetrator and their parent(s)/ guardian(s) agree with the proposed resolution, the Principal will write down the resolution, and the complainant and the alleged perpetrator, and their parent(s)/guardian(s), if present, will sign it, and each person will receive a copy. At the meeting, the Principal will again explain the prohibition against retaliation. The primary focus of the voluntary resolution is to effectively correct the problem and end the reported conduct, which may include disciplinary action.

3. **FAILURE OF VOLUNTARY RESOLUTION:** If the complainant and alleged perpetrator cannot agree to an informal resolution, or if at any time after the informal resolution, the Principal or designee determines that the problem is not corrected, the Principal or designee will apply the Student Code of Conduct, under Policy JICD, or initiate a Formal Resolution Procedure.

## **C. FORMAL RESOLUTION PROCEDURE**

### **Investigation-Related Procedures**

1. **MEETING SEPARATELY WITH PARTIES:** The Principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days), to inform them about

the formal resolution procedures and explain the prohibition against retaliation. The Principal or designee shall also ask the complainant what (s)he believes may help make him/her feel safe from discrimination, including harassment or retaliation, or other prohibited conduct, pending the conclusion of the investigation.

2. **PROMPT INVESTIGATIONS:** Upon receipt of a complaint or report, the Principal or designee shall promptly (by no later than 2 school days), initiate an investigation into the alleged act(s). The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The Principal will complete the investigation as soon as practicable, not to exceed ten (10) school days after receipt of the complaint or report, except for good cause (as documented in the investigatory file). If the Principal needs more than ten (10) school days to complete the investigation, the Superintendent may grant an extension of up to seven (7) school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

3. **INVESTIGATION ACTIVITIES:** The investigation may consist of documented personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The parties shall have the opportunity to identify witnesses and other evidence. The investigation may also consist of a visit to the incident site and review of documents and physical evidence deemed pertinent by the investigator, including information regarding any prior incident(s) committed by the alleged perpetrator. The alleged victim and alleged perpetrator will be interviewed separately. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances.

4. **COMMUNICATION DURING INVESTIGATION:** The Principal will make reasonable efforts to regularly inform the complainant and the alleged perpetrator(s) and their parents/guardians of the status of the complaint, and the anticipated conclusion of the investigation, and the determination.

5. **INTERIM MEASURES TO PROTECT SAFETY:** The Principal or designee shall take reasonable steps (s)he determines is necessary and/or advisable to protect the complainant, other students, and employees, to the extent practicable, from further incidents or from retaliation pending the outcome of the investigation.

6. **VICTIM ASSISTANCE:** The Principal or designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

7. **CONFIDENTIALITY:** The District will respect the privacy of the complainant, the alleged perpetrator(s), and the witnesses to the extent possible, consistent with this policy, federal and state civil rights laws and confidentiality laws and regulations, and with the District's Education Records Policies.

8. **FINDINGS AND RECOMMENDATIONS:** Upon completion of an investigation, the Principal or designee will evaluate the evidence and determine whether the allegations have been substantiated and whether the policy has been violated by a preponderance of the evidence. The Principal or designee will prepare a final investigative report that includes his or her findings, and when a violation is found, recommend appropriate disciplinary, corrective and remedial measures.



9. **BASIS FOR DETERMINING WHETHER POLICY VIOLATED:** In making a determination, the Principal or designee will consider all the facts and surrounding circumstances, including, for example, the context, nature, frequency and severity of the behavior, how long the wrongful conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and the extent to which the conduct adversely affected the education or school environment of the victim and other school community member(s).

10. **REPORTING SUBSTANTIATED INCIDENTS TO THE SUPERINTENDENT:** Upon completion of the investigation, the Principal or designee shall forward all substantiated reports under this policy to the Superintendent.

#### **D. COMMUNICATING WITH PARTIES**

**COMMUNICATION UPON COMPLETION OF INVESTIGATION:** Once the investigation concludes, and a determination made, the Principal or designee shall promptly notify the students involved of the findings and the result of the investigation. Within twenty four (24) hours of making the determination, the Principal will attempt to notify via telephone the parents/guardians of the alleged victim and alleged perpetrator of the results of the investigation, and will also send a letter to the parents/guardians notifying them of the results of the investigation, and, as appropriate, any action taken. The Principal shall offer a meeting to the parents/guardians. If the parent(s)/guardian(s) requests, the Principal shall schedule a separate meeting with the parties to further explain his/her findings and reasons for his/her actions. Any information provided under this policy shall be provided in accordance with the confidentiality requirements of the Family Educational Rights Privacy Act (FERPA) and other laws concerning student privacy, and the Raymond School District's Education Records policy.

### **VII. POST-INVESTIGATION RESPONSE**

#### **A. TAKING APPROPRIATE DISCIPLINARY, CORRECTIVE AND REMEDIAL ACTION**

1. **TAKING APPROPRIATE ACTION:** If a complaint or report is substantiated, the Principal or designee shall promptly decide on the appropriate action, based on the investigative findings. Such action shall include imposing discipline and/or corrective and remedial action reasonably calculated to end the conduct, deter future conduct, and remedy the effects of the discrimination, including harassment or retaliation, or other prohibited conduct, on the student victim(s) and the school community, as applicable. Should the Principal recommend discipline more serious than a written reprimand for a school employee, such discipline is subject to review by the Superintendent.

2. The District will discipline and take appropriate action against any Raymond School District student, employee, volunteer or independent contractor who retaliates against any person in violation of this policy.

## **B. DISCIPLINARY CONSEQUENCES FOR VIOLATING THE POLICY**

### **IMPOSING DISCIPLINE ON STUDENTS:**

1. The District reserves the right to impose disciplinary measures or other consequences against any student who violates this policy, intentionally falsely accuses another student of violating this policy, or retaliates against any student or witness in violation of this policy.

2. Discipline of a student may include, but is not limited to, a written warning; short-term or long-term suspension, or expulsion, or any other action authorized by and consistent with the Student Code of Conduct. Students facing discipline will be afforded all due process required by law.

3. **DISCIPLINE FOR STUDENTS WITH DISABILITIES:** The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal “Individuals with Disabilities Education Act” (“IDEA”) and Section 504 of the Rehabilitation Act of 1973.

4. **ACTION CONCERNING EMPLOYEES:** Disciplinary and corrective action concerning an employee may include, but is not limited to, an oral or written warning or reprimand, providing supervision and training, and suspension or termination of employment.

5. **ACTION CONCERNING SCHOOL VOLUNTEERS:** Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, supervision and training, a written warning, limiting or denying access to school premises or school-related programs or activities, and suspending or terminating the volunteer relationship.

6. **ACTION CONCERNING INDEPENDENT CONTRACTORS:** Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to train, warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related programs or activities; and terminating the contract.

7. **ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS:** Corrective action concerning any other school community member, including parents/guardians, and visitors to Raymond schools, may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor access to school premises or school-related programs or activities.

## **C. APPLYING CORRECTIVE AND REMEDIAL MEASURES FOR STUDENTS**

1. **APPLYING CORRECTIVE ACTION:** Corrective action concerning a student victim may include, but is not limited to, adopting a written safety plan to identify protective measures. Corrective action for the perpetrator may include, but is not limited to, classroom transfer; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; increased adult supervision on school premises; complying with a non-contact order, parent/guardian conferences; a voluntary apology to the victim; awareness training (to help the student perpetrator understand the impact of the behavior); and/or any other action consistent with the

Student Code of Conduct.

2. **PREVENTION AND REMEDIATION:** The District will employ prevention and remediation strategies reasonably calculated to remedy the effects of the discrimination, including harassment and retaliation, or other prohibited conduct, on the victim and the school community and to provide a safe school climate. Remedial action may include providing or referring the student complainant for counseling or victim assistance services and/or tutoring; or special educational support for students with disabilities. Remedial action may also include modifying school-wide policies or practices and sponsoring anti-harassment, anti-discrimination, or related training for school staff and/or students.

### **VIII. APPEALS**

1. **First Level Appeal for the Complainant:** The complainant may appeal the investigative determination, or the corrective or remedial action taken for him/her, if any, to the Principal or designee within ten (10) calendar days of receipt of notice of the determination. The Principal or designee will review the case and determine whether to reopen the investigation. Written notice of the Principal or designee's decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.

2. **Second Level Appeal for the Complainant:** The complainant may appeal, in writing, the Principal or designee's decision to the Superintendent or designee within ten (10) calendar days. The Superintendent or designee shall review the case and determine whether to reopen the investigation. Written notice of the decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.

3. **Third Level Appeal for the Complainant:** If the complainant is not satisfied with the Superintendent's determination, (s)he may submit a written appeal to the School Board, or its designee, within ten (10) calendar days of the Superintendent's decision, except for good cause, as documented in writing. Written notice of the decision shall be provided to the complainant within forty five (45) calendar days of the filing of the appeal, except for good cause, as documented in writing.

4. **Appeal for the Perpetrator:** A student disciplined under this policy is referred to the Student Code of Conduct and Policy JICD; and for employees, applicable collective bargaining agreements; and for students and employees, to applicable federal and New Hampshire state laws.

### **IX. OTHER LEGAL REMEDIES**

1. At any time, whether or not an individual files a complaint or report under this policy, an individual may file a complaint with the Office for Civil Rights, within the United States Department of Education, or with the New Hampshire Commissioner of Education, or may initiate a civil action. If a complaint is filed with the Office for Civil Rights, within the United States Department of Education, it must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

A. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, Suite 900,

Boston, MA 02109-1491; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; TTY/TDD: (877) 521-2172; Website: www.ed.gov/ocr; Email: OCR.Boston@ed.gov

- B. New Hampshire Commissioner of Education, New Hampshire Department of Education,  
101 Pleasant Street, Concord, NH 03301-3494; Telephone number: (603) 271-3494;  
TDD Access: Relay NH 711

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

**Legal References**

Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c (Title IV)  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq. (Title VI)  
RSA193-F:3, Student Safety and Violence Prevention Act

Adopted: June 20, 2012

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Raymond School District Policy - ACE

PROCEDURAL SAFEGUARDS -  
NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

The District provides the following Notice of Procedural Safeguards to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

The District does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The Director of Special Education is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the School Board.

*Grievance Procedure:* As the parent/guardian of a handicapped student or as a handicapped person, you have the right to notify the above designated employee with your complaint.

The designated employee will make an initial response to the complainant within ten (10) days of receipt of complaint. The parties will attempt informally to work out their differences promptly and equitably. A written record of the resolution of the complaint should be made within ten (10) working days of completion.

If that effort fails, you may (a) request that the School Board places this matter on its agenda or (b) notify the Superintendent of the complaint. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision.

*Section D Procedural Safeguards:* As required by Section 104.36, as the parent/guardian of a student who has handicap needs or is believed to need special instruction and related services, you have the right, with respect to any action regarding identification, evaluation, and placement, to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.

PROCEDURAL SAFEGUARDS -  
NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

(continued)

3. At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by you and representation of counsel as provided under the Individuals With Disabilities Education Act.

4. A review process.

Interested persons regarding this policy should contact the SAU Office or refer to the New Hampshire Department of Education's Procedural Safeguards.

Statutory Reference:

*34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Section 504 Regulations*

Adopted: February 7, 2002

Revised: March 8, 2017

Raymond School District Policy - GBAA

SEXUAL HARASSMENT AND SEXUAL VIOLENCE - STAFF

**General Statement of Policy**

The purpose of this policy is to maintain a working or learning environment that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

Sexual harassment is a form of sex discrimination that violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, *et seq.*, and Title IX.

It is a violation of this policy for any employee to harass a student or another employee through conduct or communication of a sexual nature as defined by this policy.

For the 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 who employment or position is directed by the school district.

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and will discipline any employee who sexually harasses or is sexually violent to a student or employee of the District.

**Sexual Harassment/Sexual Violence Defined**

1. 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:
  - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
  - b. 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
  - c. 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.

Any sexual harassment, as defined, when perpetrated on any student or employee by any employee will be treated as sexual harassment under this policy.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE - STAFF  
(continued)

2. Sexual harassment may include but is not limited to:
  - a. Verbal harassment and/or abuse of a sexual nature;
  - b. Subtle pressure for sexual activity;
  - c. Inappropriate patting or pinching;
  - d. Intentional brushing against a student's or an employee's body;
  - e. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
  - f. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
  - g. Any sexually motivated unwelcome touching; or
  - h. Sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.

**Reporting Procedures**

Any person who believes he or she has been the victim of sexual harassment or sexual violence by an employee of the District, or any third person with knowledge or belief of conduct that may constitute sexual harassment or sexual violence, should report the alleged acts immediately to an appropriate District official as designated by this policy. The District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

1. In each 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 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.



## SEXUAL HARASSMENT AND SEXUAL VIOLENCE - STAFF

(continued)

2. District-Wide: The School Board hereby designates the Superintendent as the District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee, or victim of sexual harassment or sexual violence and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

The District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

3. Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades, or work assignments.
4. Use of formal reporting forms is not mandatory.

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when such conduct has occurred.

### **Investigation and Recommendation**

By authority of the District, the Human Rights Officer, upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent. If the Superintendent is the subject of the complaint, the report shall be submitted to the Board.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the District should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, 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 the facts and surrounding circumstances.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE - STAFF  
(continued)

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

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

**School District Action**

1. Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.
2. The complainant may appeal the investigations recommendations to the Superintendent (presuming the Superintendent is not the subject of the investigation), or to the Board.
3. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report will document any disciplinary action taken as a result of the complaint.

**Reprisal**

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

**Right to Alternative Complaint Procedures**

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

SEXUAL HARASSMENT AND SEXUAL VIOLENCE - STAFF  
(continued)

**Sexual Harassment or Sexual Violence as Sexual Abuse**

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with said law.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

**Discipline**

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.

**Bypass of Policy**

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to the: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH, phone 603-271-2767; or, Office of Civil Rights, Health and Human Services, Region #1 Room 2403, JFK Federal Building, Government Center, Boston Massachusetts 02203, phone 617-565-1340.

Administrative Rule:  
*ED 303.01 (j), 1-9*

*See Appendix: GBAA-R*

Adopted: December 20, 1984  
R/R: 8/20/92. 7/21/94  
Revised: May 16, 2002  
Revised: January 4, 2012



Raymond School District Policy – GBAA-R\*

SEXUAL HARASSMENT AND SEXUAL VIOLENCE  
REPORT FORM

**General Statement of Policy Prohibiting Sexual Harassment**

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances, or other forms of personal harassment by any person, male or female, that create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant \_\_\_\_\_

Home Address \_\_\_\_\_

Work Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Date(s) of Alleged Incident(s) \_\_\_\_\_

Name(s) of person(s) you believe sexually harassed or was/were sexually violent toward you:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses who were present:

\_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_  
\_\_\_\_\_

SEXUAL HARASSMENT AND SEXUAL VIOLENCE  
REPORT FORM  
(continued)

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; what you did to avoid the situation, etc. (Attach additional pages if necessary.)

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This complaint is filed based on my honest belief that \_\_\_\_\_  
\_\_\_\_\_ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Complainant Signature

Date \_\_\_\_\_

Received by \_\_\_\_\_

Date \_\_\_\_\_

Adopted: May 16, 2002

Raymond School District Policy - JICFA

HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the State Board of Education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the State Board of Education.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, or forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or any forced physical activity that could adversely affect the physical health or safety of the individual.

"Endanger the mental health" shall include any activity, except those activities authorized by law, that would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact that could result in extreme embarrassment, or any other forced activity that could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the State Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the School District.

Statutory Reference:  
RSA 631:7

Adopted: August 1, 2002

## **Entering/Leaving During the School Day**

The safety teams of the schools and of the district are continually reviewing our procedures to improve our safety and security measures. One area that has been a focus is accountability of everyone in the case of an emergency. As a result of a number of observations and discussion of the safety teams a change in procedure will start immediately at LRES and IHGMS. This change will not have a significant impact on the majority of folks here at IHGMS.

Everyone who leaves or enters the building during the school day must do so by signing themselves out and in at the school office. This does not include when you arrive at your normal start or end time of your work day, only if you leave or enter the building during your workday.

You will no longer be able to call the office to sign out or in, you will need to come to the office and sign out and in.



