

IHGMS COVER
2023-2024 Student Handbook

TABLE OF CONTENTS

Will be updated again after approval.

Welcome Letter	3
School Board and Administration	4
District Mission, Vision, Belief Statements	5
IHGMS Vision Statement	6
School Delays and Cancellations	7
Schedule	8
Attendance Regulations	10
Student Information	13
Dance/Social Guidelines	20
Health Services	21
Behavioral Health Wellness	25
Student Support Services	27
Academics	30
Grading	33
Student Conduct	38
Discipline	45
Transportation	48
Food Service	50
Parent Involvement	52

ANNUAL NOTIFICATIONS

Family Education Rights and Privacy Act (FERPA) and Rights Under the Protection of Pupil Rights Amendment (PPRA)	54
2023-24 School District Calendar	60
Notice of Rights Pursuant to RSA 186-C:16-B The Statute of Limitations for Special Education Cases	61
RSA 186-C:16-b Due Process Hearing; Appeal	61
Procedural Safeguards for Students with Disabilities Time Limits or Statutes of Limitations	63
Non-Discrimination (Policy AC)	64
Nondiscrimination: Title IX Grievances (Policy AC-R)	65
Discrimination, Including Harassment, Based on Race, Color, National Origin, or Ancestry (Policy ACA)	66
Title IX Sexual Harassment Policy and Grievance Process (Policy ACAC)	75
Procedural Safeguards- Nondiscrimination on the Basis of Handicap/Disability (Policy ACE)	93
Safety Program (Policy EB)	94
Staff/Student Identification Procedures (Policy ECAB)	95
Video and Audio Surveillance on School Property (Policy EAAA)	96
School Lunch Program Meal Charges (Policy EFAA)	98
Acceptable Internet Use Procedures - Students (Policy EGA-R JICL-R)	103
Volunteers (Policy IJOC)	107
Changing Student Grades (IKAD)	109
Changing Student Grades - Process (IKAD-R)	110

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

Student Absences and Excuses Attendance, Absenteeism, and Truancy (Policy JH)	111
Truancy (Policy JHB)	
Student Discipline and Due Process (Policy JICD)	115
Student Safety and Violence Prevention - Bullying and Cyberbullying (Policy JICK)	121
Hazing (Policy JICFA)	130
Weapons on School Property (Policy JICI)	131
Personal Communications Devices (Policy JICJ)	132
Student Activities & Organizations (Policy JJA)	133
Corporal Punishment and Physical Restraint (Policy JKA)	134
Concussion and Head Injuries (Policy JLCJ)	135
Use of Tobacco Products, Devices, E-cigarettes, or E-liquids on Public Educational Facility Grounds Prohibited (RSA 126-K:7)	138
Safe School Zones Act (RSA 193-D)	138
Suspension and Expulsion of Pupils (RSA 193:13)	141
Controlled Drug Act (RSA 318-B, 26,V)	144

FORMS

Administration of Over the Counter (Non-Prescribed) Medication	145
Prescription Medicine During the School Day	146
Use of Inhalers	147
Use of Epi-Pens	148
Incident Complaint and Reporting Form (for Harassment or Bullying)	149
Bullying/Harassment Investigation Determination Appeal	150
Acceptable Use Procedures Agreement Form - Student	151
Bus Stop Change Request	152
Change of Dismissal Form	154

WELCOME LETTER

To be added by new administration

RAYMOND SCHOOL BOARD AND ADMINISTRATION

Raymond School Board

John Harmon, Chairperson
Anthony Clements, Vice-Chairperson
Stephen Scarfo, Secretary
Cindy Bennett, Member
Joseph Saulnier, Member

Superintendent of Schools
Business Administrator
Executive Director of Student Support Services
Director of Human Resources
Director of Health and Wellness
Director of Technology
Director of Safety and Facilities
Director of School Nutrition Services
Director of Youth Services

Terry Leatherman
Marjorie Whitmore
Jodi Gutterman
Karen Stuart
Samantha Horrigan
Brittany L'Heureux
Todd Ledoux
Tasha Ball
Patrick Arsenault

SAU 33 - Superintendent's Office
43 Harriman Hill Road
Raymond, NH 03077
Tel. 603-895-4299 Fax 603-895-0147

Raymond High School &
Raymond Preschool Program
45 Harriman Hill Road
Raymond, NH 03077
Tel. 603-895-6616 Fax 603-895-5415

Principal	Peter Dannible
Assistant Principal	Joanne McCann

Iber Holmes Gove Middle School
1 Stephen K. Batchelder Parkway
Raymond, NH 03077
Tel. 603-895-3394 Fax 603-895-9856

Principal	Thomas Waldron
Assistant Principal	Brigitte Cunningham

Lamprey River Elementary School
33 Old Manchester Road
Raymond, NH 03077
Tel. 603-895-3117 Fax 603-895-9627

Principal	TBD
Assistant Principal	TBD

Raymond School Board Meetings

The Raymond School Board meets regularly during the school year on the first and third Wednesday of the month at 6:00 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 for inclusion on the agenda.

RAYMOND SCHOOL DISTRICT MISSION VISION AND BELIEF 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.

Vision Statement

Uniting our school district and community to prepare students for future success; *ready for anything!*

Belief Statements

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.

IBER HOLMES GOVE MIDDLE SCHOOL VISION STATEMENT

Vision Statement

Iber Holmes Gove Middle School is a community of learners and positive role models working and growing together to encourage all students to reach their highest academic potential.

Our vision is to provide a rigorous and engaging educational experience for all of our students, so they will become independent thinkers that are active and collaborative members of society who can communicate and lead effectively.

SCHOOL DELAYS AND CANCELLATIONS

How do I find out if school is delayed or canceled?

In the event that inclement weather requires the school to open late, close early, or be canceled, the Superintendent will notify the building principals and the media outlets listed below.

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

Internet

www.sau33.com

www.wmur.com

Television Stations

RCTV	Raymond	Channels 13 and 22
WMUR	Manchester	Channel 9

How do I update my contact information?

Our annual online registration allows parents/guardians to update contact information before the start of each school year. If your contact information changes during the school year, please contact your school's main office.

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

SCHEDULE

Students will be allowed to go to classrooms at 7:35 AM. There is no supervision before that time. Students arriving to school prior to 7:35 must wait in the main entrance lobby. 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. 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.

All students are dismissed from their classroom at 2:35 PM. 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. Students should not be in the building after 3:00 PM unless they are attending a specific scheduled event or after-school program/activity.

Bell Schedule

All students must be in their homerooms by 7:55 AM. If later than 7:55 AM, students will be marked tardy.

		4th Grade			5th Grade			6th Grade			7th Grade			8th Grade				
		Green	White		Green	White		Green	White		Green	White		Green	White			
7:30	7:35 - 7:55	Homeroom			7:35 - 7:55 Homeroom			7:35 - 7:55 Homeroom			7:35 - 7:55 Homeroom			7:35 - 7:55 Homeroom				
8:00	7:55 - 8:25	Morning Meeting			7:55 - 8:25 Morning Meeting			7:55 - 8:25 Morning Meeting			7:55 - 8:25 Morning Meeting			7:55 - 8:25 Morning Meeting				
8:30		Class	Class		8:25 - 9:15	Class	Class		8:25 - 9:15	UA		8:25 - 9:40	Class	Class		8:25 - 9:40	Class	Class
9:00	8:25 - 10:05				9:15 - 10:05	UA												
9:30		Class	Class		Class	Class		Class	Class		Class	Class		Class	Class		Class	Class
10:00	10:05 - 10:55			UA						10:05 - 10:55								
10:30		Recess/ Teacher Lunch			10:55 - 11:25 Recess/ Teacher Lunch			10:55 - 11:25 Recess/ Teacher Lunch			10:55 - 11:25 WIN			10:55 - 11:25 WIN				
11:00	10:55 - 11:25	Lunch/ Duty	Lunch/ PLC		11:25 - 11:55	Lunch/ PLC	Lunch/ Duty		11:25 - 11:55	Recess/ Teacher Lunch		11:25 - 12:45	UA			11:25 - 12:45	Class	Class
11:30		RTI			11:55 - 12:40	Class	Class		11:55 - 12:45	Lunch/ Lunch/		12:45 - 1:15	Lunch/ Lunch/	Lunch/ Lunch/		12:45 - 1:15	Lunch/ Lunch/	Lunch/ Lunch/
12:00	11:55 - 12:40	Class	Class		1:00 - 1:45	RTI			12:25 - 1:45	Class	Class		Class	Class		Class	Class	UA
1:00																		
1:30		Class	Class		Class	Class		Class	Class		Class	Class		Class	Class		Class	Class
2:00	12:40 - 2:35			1:45 - 2:35						1:45 - 2:35								
2:30		RTI			2:35 - 3:05			2:35 - 3:05			2:35 - 3:05			2:35 - 3:05			2:35 - 3:05	
3:00	2:35 - 3:05				2:35 - 3:05													

WIN (What I Need) - WIN block is time dedicated to students' individual academic needs. Students make decisions for themselves or are guided to activities that would benefit them most. They are able to go to their teachers with questions on current or past assignments, take part in re-teaching on current topics, complete a re-take on an assessment, or work collaboratively on current curriculum.

Rtl - Response to Intervention - Rtl is a framework to provide all students with the best opportunities to succeed academically and behaviourally in school. Rtl focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. The school year is divided up into six week Rtl sessions with a one week intersession between each of the Rtl sessions. During each Rtl session students are assigned to either a math or reading Rtl group for either intervention or enrichment. Students are grouped according to similar levels of performance. Each grade level is broken up into at least 12 separate Rtl groups in order to maintain small group sizes with students of similar needs.

There are 5 Essential Components to our Rtl process:

1. Universal School-wide screening
2. Data-driven decision making teams
3. Systematic tiered instruction and interventions
4. Progress Monitoring
5. Infrastructure and Fidelity

Universal Screening STAR 360 and/or SAS Interim assessments are being used as our universal screening tools in reading and math. The fall benchmark assessments will be completed by the second Friday in September in order to get a fresh set of data to examine. Benchmark assessments will also be taken in mid-winter and in the spring. We will be using a progress monitoring assessment at the end of each six week Rtl session to constantly measure growth and to group students with similar knowledge and skills. Other student performance data points will also be used that will help us take a comprehensive look at the whole child. In particular, we will look first at adding the State Assessment System (SAS) data as a second source for analysis. This data will also be used to create enrichment groupings and activities.

The CIA Team is made up of a teacher from each team, the intervention specialists, and the school administrators. The Rtl Team examines the **STAR i-Ready** and SAS data at the end of each Rtl session to review growth, make recommendations for adjustments to the Rtl process and to create groupings and instructional focus. The Rtl team analyzes benchmark assessment data to look for trends, to determine if the process is being effective and to make adjustments, if needed, to increase effectiveness.

Interventions will be used within student groupings for a six **to seven** week time frame. Progress monitoring will be conducted at the end of the six week intervention time frame, preferably on the next to the last day of the six week session so the Rtl instructors can review student progress reports with their students on the last day of the Rtl session. The data from the progress monitoring will be used to inform adjustments in interventions and also for creating groupings for the next six week intervention period.

Progress Monitoring - ~~STAR 360-Enterprise~~ **i-Ready assessments** and/or ~~SAS Module assessments~~ in Reading and Math are used for both progress monitoring for Rtl and for the three times per year benchmark assessment...fall, winter, spring identified in the assessment calendar. The ~~Enterprise~~ **i-Ready** assessment in the subject of the Rtl intervention/ enrichment is used for progress monitoring and both the Reading and Math ~~Enterprise~~ assessment is used for the benchmarking.

Infrastructure and Fidelity - Grade level teams have an opportunity to discuss, learn from each other and revise their instructional strategies at their weekly Professional Learning Communities (PLC's) sessions. Data is shared with teams so that they can analyze their effectiveness based on student performance. ~~There is a week interim break between the six week RtI sessions. These intercessions are when teams can plan and prepare for the upcoming RtI session based on the data that they have before them. This is also a time when teachers can work on projects that support team building within their students.~~

ATTENDANCE REGULATIONS

Classroom activities that take place in our schools are a vital part of the teacher-students learning process. Regular daily attendance and being on time for school is essential and expected if students are to derive maximum benefit from school and the very best education. Please make every effort to ensure that your child is in school every day. Absenteeism is considered a serious matter for all students. Students are expected to attend school unless the student is ill or involved in an emergency situation. The active design of learning experiences in our schools incorporates group process and interaction with other students to a great degree. Those aspects of missed lessons cannot be replicated. The end result could be harmful to student achievement. School vacation times are provided on the [school calendar](#).

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 to address students who have an excessive number of absences. There are a number of items that are common to all schools. They include:

- Students are expected to make up all work missed due to absence, tardiness, dismissal, or suspensions.
- Students who do not attend school will not be allowed to participate in or attend school activities on that day.
- Any procedures that impact a student's grades due to excessive absences will contain an appeals process.

Regulations

Each student enrolled in Raymond School District 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/guardian and student. Students should always be in school except when:

- The student's health prohibits attendance;
- The student's presence is required elsewhere by a sound, pressing, and unavoidable out-of-school activity;
- The student, the student's parent/guardian, and the principal agree that the reason for absence is in the best interest of the student.

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:

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

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. Special Event or Family Occasion - any special event or occasion with prior approval by the principal
8. 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. Lifelong attitudes toward the importance of education are being developed in your children now. A child who must be taken out of school by a parent/guardian to go on a trip while school is in session is given the work that the student missed when he/she returns to school. Work will only be given in advance if the parent has requested it two weeks prior. It is difficult for teachers to predict in advance what a child will miss, since the pace and content of instruction depends on the daily progress made by individual students and the group as a whole.

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. A parent/guardian wishing to dismiss their child from school must sign the dismissal register in the main office.

Absences

~~Please remember to call us (895-3394) 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.~~

~~In the event of an illness, parents/guardians must call the school and inform the District of the student's illness and absence. Parents/guardians must provide written notice or a written excuse that states the reasons for non-attendance within two days of the student's return. The Principal may require parents/guardians 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.~~

In order to take maximum advantage of educational opportunities, students are expected to establish regular and punctual attendance.

Please call the school (603-895-3394) if your child will be absent or tardy for the day. Messages can be left on the school voicemail if the call is made before the start of the school day. Refer to Policy [JH Attendance, Absenteeism, and Truancy](#).

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.

Make-Up of Work

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. **All assignments, and any related information, can be found in each student's Google Classroom. They can access their Google Classroom accounts at any time with their assigned Chromebook wherever they are able to connect to the internet.** ~~Students will be encouraged to collect work before an absence when it can be anticipated. Allow 24 hours notice. Work provided for a student prior to an absence is due within upon the student's return to school.~~

Truancy Procedure

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused as per policy [JH Attendance, Absenteeism, and Truancy](#) 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.

See the complete policy [JHB Truancy](#) in our regulations section at the end of this handbook or at www.sau33.com.

Tardy Procedure

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

~~Students tardy to school will be subject to the following per trimester:~~

- ~~● On the 4th day of tardiness a student will receive a detention.~~
- ~~● A lunch detention will be served for every additional tardy beyond four per trimester.~~

5 unexcused tardies will constitute one full absence. After 10 unexcused tardies a meeting with administration will be scheduled.

Tardiness: Being present on time is a life skill to be cultivated so students are expected to arrive at school on time. A pattern of tardiness puts students at a disadvantage in school. Tardiness is a disruption to the educational process: it sets a tone that devalues education, detracts from the lesson, is discourteous to the teacher and other students and results in a loss of instructional time. We ask that parent(s)/guardian(s) work with the school to ensure that students arrive on time.

STUDENT INFORMATION

After School Program - LEAP

Our After School Program, 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, crafts, sports, and other fun recreational activities; and general social time with friends. Information about how to register and the cost for this program will be posted on our website and shared with parents. Questions can be directed to Pat Arsenault, Director of Youth Services, at p.arsenault@sau33.com.

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 damage to/loss of bicycles brought onto 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.

NH RSA 265:144 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. A legal document must be provided for any changes in a student's custody or guardianship.

Crisis Protocol

Safety drills are held at each school periodically throughout the year. 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.

In the event that our students and staff find themselves in a potentially violent or life-threatening situation, the District has adopted the A.L.I.C.E. protocol: Alert, Lockdown, Inform, Counter, and Evacuate. Training is provided to all students and staff.

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).

Extracurricular Activities and Athletics

The following interscholastic/intramural activities may be conducted during the school year. To be eligible to try out or participate in the following activities, all **grade 6 - 8** students must have a current written physical on file in the nurse's office. **The following interscholastic sports are available to students in grade 6 - 8:**

Fall: Soccer, Volleyball
Winter: Boys & Girls Basketball, Cheerleading
Spring: Baseball, Softball, Track

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

Drama Club	Yearbook	Student Council
Chorus (After School)	Math Counts	Junior National Honor Society
Intramural Soccer	Jazz Band	Art Club
Volleyball		

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 3.5 hours; if the activity is on Saturday, the student must be present in school on the preceding Friday for a minimum of 3.5 hours. Students are not exempt from detentions because of extracurricular activities, including sports.
2. Students 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 placed on a probationary period for 10 days. This means they will have 10 school days to raise their current grade.
 - b. At the end of the probationary period If the student did not raise their grade they will be suspended from the activity until they raise their grade. 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 year-long 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 extracurricular activities 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.

Field Trips

The Raymond School District considers field trips integral to the student's learning experience. Students and their families must have completed their annual school registration process and have a signed permission slip to attend all field trips. Students are expected to be on their best behavior and to follow all school regulations regarding dress and conduct. Any misconduct may result in the loss of field trip privileges for the remainder of the school year and any further disciplinary action as deemed appropriate by administration.

Food or Beverages

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 result in spills. Other food or beverages are not allowed in the classroom, hallways or gymnasium unless authorized in writing by the teacher, school nurse, or administration. 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 9th 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.

ID Badges

Students will be required to wear ID badges, as per [policy ECAB](#).

All students are issued a school photo identification badge indicating their name, their photo, school and school year. All students will also be issued a school breakaway lanyard

- The current year school issued ID must be worn at all times when at school in a visible location using either a breakaway lanyard or a clip. The ID is to remain as issued and not be decorated or altered in any way.
- Each student is responsible for their ID and lanyard; properly cared for these items will last the entire school year. If any of the above need to be replaced it will be at the student's expense.
- Student ID's will be checked by each homeroom teacher at the beginning of the day and randomly throughout the day by any school personnel. Students who do not have their ID on and visible will be sent to the front office to receive a sticker that must be worn by the student and displayed in plain view for that entire school day. *Any student sent to the front office on five (5) occasions to get a sticker will be issued a new ID at a cost of \$3.00.*

Excessive failure to properly display an ID or a temporary ID (sticker) may result in disciplinary action.

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 taken. We urge you to have your child's name on ALL PERSONAL ARTICLES, INCLUDING LUNCH BOXES. The lost-and-found department

is located in the **outer gym lobby cafeteria**. 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 ARRANGEMENTS HAVE BEEN MADE FOR ITS SAFEKEEPING.

Personal Articles

See sections on Student Conduct and Discipline 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

Fourth through sixth grades 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.

We have outside recess any day that we don't have precipitation and the "Real Feel" (includes the wind chill) temperature is 20 degrees or higher. *Warm coats, hats and gloves/mittens are needed.* If you need assistance with these items please contact our school nurse.

A large play area behind the school is plowed and maintained when we have snow on the ground. Students are restricted to this area for recess unless they have the appropriate attire to stay warm and dry (snow pants & boots) off of the maintained area.

Even though we have a wonderful playground structure and swing set, once the ground freezes, along with the mulch padding in this area, students will not be allowed to climb and swing until the mulch thaws out in the spring.

Court Orders

If an adult is under court order to not 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. Word of mouth is not proof. 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.

School Resource Officer

Raymond School District has a School Resource Officer (SRO) assigned by the Raymond Police Department, as approved by the Raymond School Board. The presence of this SRO is to serve as a resource for students, teachers, and administrators in establishing and maintaining an orderly and safe school environment. The SRO is a professional with a legitimate educational interest in the students at IHGMS.

Skateboards/Rollerblades

Use of skateboards, rollerblades, stunt bicycles, and scooters are prohibited on school grounds during school hours.

Student Assistance Program

The Student Assistance Program (S.A.P.) is a short-term counseling and referral service available to all students at the school who may be experiencing a dramatic change in performance or behavior. These services include: screening for substance abuse and other mental health issues, motivational counseling, psychological-educational support group experiences, and referrals to outside service providers.

Student Dress Code

All students are expected to adhere to the Raymond School District Dress Code Policy JICA:

STUDENT DRESS CODE

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

The following apparel is not to be worn during the school day: clothing with offensive, vulgar, or racist language or pictures; tops that do not completely cover the mid-section when arms are at one's sides; clothing that glorifies, encourages or promotes the use of alcohol, drugs or violence. Clothing must be worn in a way such that private parts are covered with opaque material. Undergarments cannot be purposefully showing. Footwear is required, and hoods must be down while indoors.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe consequences, including detention, in-school suspension, or out-of-school suspension.

Nothing in this Dress Code Policy shall limit students' freedom of religion or expression as protected by the federal or state Constitutions.

Adopted: September 2, 1970, R/R: 8/21/73, 9/5/73, Revised: August 1, 2002
Revised: March 5, 2008, Revised: May 20, 2020

Telephone Use

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 texts during the day. All students must adhere to Raymond School District Policy JICJ, regarding Personal Communication Devices.

Visitors

Individuals who wish to visit the school must have a valid, pre-approved or scheduled reason to do so. All visitors must sign in at the school office and provide a photo ID, before being provided a visitor badge. Visitor badges must be visible throughout their visit. NO student shall be released or allowed to see or talk to anyone except a parent or someone having a parent's official and verified authority. Student visitations are not allowed unless they are a part of the formal education program authorized by the administration.

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 school, or placed out-of-district. Students who wish to attend dances/socials must be registered by their parents/guardians 7 days in advance of the dance/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/social 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/social on Friday.

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, according to RSD Policy [JLC - Student Health Services](#). 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 will be called if deemed necessary by the nurse. It is important to keep this information up to date by school of any changes to your contact information or updating the information online, including new work numbers and cell numbers. [School Board Policy EBBC/JLCE First Aid and Emergency Care](#)

The school nurse offers the following services:

- COVID-19 ~~testing~~, counseling, and monitoring
- Medical referrals and follow up
- Vision and hearing screens
- First aid/emergency assessments
- Immunization review and referral
- Height and weight measurements
- Administration of medications
- Special **medical** procedures **as needed** ~~such as: blood glucose monitoring, peak flow~~
- Individual health **care planning** ~~counseling~~
- ~~Vaping/Tobacco cessation counseling~~
- Maintain and update student health records
- **Health education in collaboration with interdisciplinary school team**

Immunization Requirements

According to New Hampshire's immunization rules RSA 141:C-20, students must meet DHHS requirements for school attendance. Immunization requirements may change from year to year for all school-aged children. Required immunizations for this school year are posted on the following page. Please contact the school nurse for more information and/or clarification.

Excerpt below from the NH DHHS Division of Public Health Services *New Hampshire School Immunization Requirements 2022-23*. See the complete immunization schedule at <https://www.dhhs.nh.gov/sites/g/files/ehbemt476/files/documents2/imm-req-schools22-23.pdf>

Students must have ~~required~~ 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 for Measles, Mumps, Rubella, Varicella, and Hepatitis B.

A student 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) 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.

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

Medical and religious exemption information is available at:

<https://www.dhhs.nh.gov/programs-services/disease-prevention/immunizations/immunization-exemptions-children>

Additional information can be found at <https://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~~ signed exemption for religious reasons or a medical exemption. For further information please contact the school nurse.

Minimum Age & Interval Schedule for Valid Vaccine Doses - New Hampshire School Immunization Requirements 2023/2024				
Vaccine	Dose #	Minimum Age	Minimum Interval Between Doses	Notes
Diphtheria, Tetanus, and Pertussis DTaP	DTaP – Dose 1	6 weeks	4 weeks between Dose 1 & 2	All children must have a valid dose on or after the 4 th birthday.
	DTaP – Dose 2	10 weeks	4 weeks between Dose 2 & 3	For children 6 years and under, the 5 th dose is not necessary if the 4 th dose was administered at age 4 years or older and is at least 6 months after the previous dose.
	DTaP – Dose 3	14 weeks	6 months between Dose 3 & 4*	
	DTaP – Dose 4	12 months	6 months between Dose 4 & 5	* A 4 th dose inadvertently administered as early as age 12 months may be counted if at least 4 months since dose 3.
	DTaP – Dose 5	4 years	-----	If dose 1 is given at age 7 or older, only 3 doses are needed (as long as there is 6 months between dose 2 and 3); can be Tdap or Td as long as one of the doses is Tdap.
Tetanus, Diphtheria, and Pertussis Tdap	Tdap – Dose 1	7 years	<i>ACIP recommends that children age 7 through 9 years who receive Tdap or DTaP inadvertently or as part of a catch-up series should receive the routine Tdap dose at 11–12 years.*</i>	Students are required to have a dose of Tdap prior to 7 th grade. * Tdap given on or after the 7 th birthday meets this requirement per NH Administrative Rule He-P 301.14.
Polio IPV	IPV – Dose 1	6 weeks	4 weeks between Dose 1 & 2	*Kindergarten through 11 th Grade: 3 or 4 doses, with one dose on or after the 4 th birthday and at least 6 months after the previous dose.
	IPV – Dose 2	10 weeks	4 weeks between Dose 2 & 3	
	IPV – Dose 3	14 weeks	4 weeks to 6 months between Dose 3 & 4*	If a combined IPV/OPV polio schedule was used, the total number of doses needed is the same as an all IPV schedule. Any OPV dose(s) given on or after April 1, 2016 does not count towards the polio vaccine requirement and the series must be completed with IPV.
	IPV – Dose 4	4 years	-----	
Hepatitis B HepB	HepB – Dose 1	Birth	4 weeks between Dose 1 & 2	Note: Minimum age for Dose 3 is at least 24 weeks of age.
	HepB – Dose 2	4 weeks	8 weeks between Dose 2 & 3	
	HepB – Dose 3	24 weeks	16 weeks between Dose 1 & 3	
Measles, Mumps, and Rubella MMR	MMR – Dose 1	12 months	4 weeks between Dose 1 & 2	Live attenuated vaccines not administered on the same day must be administered at least 28 days apart.
	MMR – Dose 2	13 months	-----	
Varicella (chickenpox) VAR	VAR – Dose 1	12 months	12 weeks between Dose 1 & 2*	Live attenuated vaccines not administered on the same day must be administered at least 28 days apart. *If first dose administered at age 13 or older, the minimum interval between Dose 1 and Dose 2 is 4 weeks.
	VAR – Dose 2	15 months	-----	

Communicable Diseases

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

Please observe the following guidelines regarding illnesses:

- If your student develops new/unexplained symptoms consistent with COVID-19 (with or without a fever*), we *recommend* a home test before your student returns. If the test is positive, we do ask that you notify the nurse's office to establish a return date, and so that cases can be tracked.
- Students may return from any viral illness other than COVID once symptoms are improving **AND they have been free from fever, vomiting, and diarrhea for at least 24 hours without medication.**
- Generally, if a student is on antibiotics, they should have had 24 hours of treatment prior to returning to school (unless a doctor's note states otherwise).
- For COVID-19, we do still ask for a 5 day isolation period, with the date of symptom onset being day 0.

*A fever is defined as 100.4 degrees F or higher.

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. The *Prescription Medication During School Day* form is available at the back of this handbook, on the district website, or from the school nurse to assist in this process. 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. All medications must be delivered in the original bottle or package in which it was dispensed by the pharmacy.

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

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 the *Administration of Over the Counter Medication* form (available at the back of this handbook, on the district 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 disciplinary action.

Permission to Self-Carry/Self-Administer Medication

If your child needs to self-carry and/or self-administer a medication (ex. asthma inhaler or Epi-pen) while at school, a permission form needs to be completed which can be obtained online or at the school.

Authorization to Administer Medication During the School Day

Administration of Non-Prescribed (Over-the-Counter) Medication in School

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 parents/guardian with the school nurse prior to the field trip. Please contact the school nurse regarding inhalers, Epi-pens, and prescription medications that need to be sent along with your student.

Physical Exams

In accordance with Raymond School District Policy [JLCA](#), each child must have a complete physical examination within one year **of entering grades K, 5, or 9, or when transferring into the district from another school.** ~~preceding first entry to school. The Board also requires that physical exams be completed before entry into middle school and again before high school.~~ This physical must be less than a year old at the start of the school year in August **and must be provided to the school nurse. End of visit summaries will not be accepted.** Additionally, those students who wish to participate in athletics must pass a physical exam every two years to be eligible for athletics at the middle school level. (For more information about student participation in extracurricular activities and athletics, see “Extracurricular Activities and Athletics” in the Student Information section.)

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.

Returning to School After an Injury or Hospitalization

Student safety is our priority. If your child has been injured or hospitalized, please be sure to communicate with the nurse’s office and provide any written discharge information or documentation. **If activity restrictions are required, a doctor’s note outlining the exact restrictions, timeframe, and follow-up plan is required.** This includes concussions, sprains/strains (if activity is restricted), fractures, surgeries, or mental health hospitalizations. Accommodations/activity restrictions will be shared with need-to-know staff as appropriate in order to keep students safe when returning to school.

BEHAVIORAL HEALTH WELLNESS

~~In Raymond, we aim to support students and their families in addressing behavioral health needs in the same way we would a medical concern brought forth by the school. Understanding the stigma these health needs can carry, it is also the hope to help families understand they are not alone. Representative samples of NH students indicate MORE than 1 in 10 students will experience risk factors of suicide. Fortunately, there are services and supportive professionals willing to offer information and a helping hand.~~

~~If you are concerned about your child's behavioral health wellness, we welcome you to reach out to your school's Student Intervention Team (SIT). These teams aim to ensure academic growth and understand that a variety of factors can impact such growth and behavioral health wellness. These factors include but are not limited to: drug and alcohol use, attendance, homelessness and social connections. This team can identify how they can support your student with school and/or community based resources.~~

In Raymond, we aim to support students and their families in addressing behavioral health needs in the same way we would a medical concern brought forth by the school. If you are concerned about your child's behavioral health wellness, we welcome you to reach out to your school's Student Intervention Team (SIT). These teams aim to ensure academic growth and understand that a variety of factors can impact such growth and behavioral health wellness. These factors include but are not limited to: drug and alcohol use, attendance, homelessness and social connections. This team can identify how they can support your student which may include access to individual or group counseling with a behavioral health staff or a referral to a community based resource. The following behavioral health staff members are part of these teams:

- **School Counselors:** certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program. They help all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, workforce). ([More information here](#))
- **School Social Workers:** trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success. ([More information here](#))
- **School Psychologists:** uniquely qualified members of school teams, having received specialized advanced graduate preparation that includes course work and practical experiences relevant to both psychology and education. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. This includes conducting psychological and academic evaluations in order to make recommendations to school teams to support the youth. ([More information here](#))
- **Student Assistance Program Counselors:** Through school-wide education programs, individual and group counseling, outreach, and referrals, SAP Counselors employ [Project SUCCESS](#)-based programming to

deliver evidence-based substance misuse prevention and early intervention services. The program benefits students, families, school staff, and administrators by building connections while providing support and guidance on important issues facing youth today.

Parents and guardians can also reach out to the following community partners who work closely with all of our schools:

- [Raymond Coalition for Youth](#) (603) 895-7061
- [Seacoast Mental Health Center](#)(603) 772-2710

If you have immediate and/or urgent concerns about your child, please contact NH Rapid Response Access Point by phone, text or chat: 833-710-6477 or [NH988.com](https://www.nh988.com) for 24/7 Behavioral Health Crisis Support. If needed, they will deploy to your local community for face to face support.

STUDENT SUPPORT SERVICES

Special Education Program

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 educationally related services in accordance with an “individualized education program” developed by the school district in consultation with the student’s ~~parents~~ parent(s)/guardian(s).

Students with educational disabilities are provided with specialized instruction and related services that will allow them to access and progress within the general curriculum for their age and grade. Educational supports and services are determined and delivered in accord with State and federal guidelines and regulations. These, including parent/student rights in special education, are outlined in this important document: [New Hampshire Special Education Procedural Safeguards Handbook](#). These safeguards are designed to protect the rights of children with disabilities and their parents. They also provide families and schools the means for resolving disputes that may arise throughout the special education process. All parents of students with educational disabilities should become familiar with this document and refer to it when necessary. Special Education case managers, coordinators and school administrators are also available to provide information and guidance in relation to special education processes and procedures

The Raymond School District will give a copy of the current procedural safeguards notice to parents, including plain language explanations of parents’ procedural rights once per year, in their native language or other mode of communication, but at a minimum upon:

1. Initial referral for evaluation or parental request for an evaluation;
2. The first time in a school year that a request for a due process hearing is filed;
3. The first time in a school year that a complaint is filed;
4. The date in which the decision is made to make a removal that constitutes a change in placement of a child with a disability because of a violation of a code of student conduct, in accordance with the discipline procedures in 34 CFR 300.530(h); and
5. Upon request by the parent.

See the Appendix for Notice of Rights Pursuant to RSA 186-C:16-B - The Statute of Limitations for Special Education Cases, RSA 186-C:16-b Due Process Hearing; Appeal, and Procedural Safeguards for Students with Disabilities Time Limits or Statutes of Limitations.

The Raymond School District shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities shall be educated with children who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the uses of supplementary aids and services cannot be

achieved satisfactorily. The decision where a child with a disability receives supports and services shall occur after the development and approval of the individualized education program (IEP). The placement decision shall be based on the unique educational needs of the child as specified in the individualized education program and the requirements for placement in the least restrictive environment.

For more information about the Special Education Program at each of our schools, please contact the building level Dean of Student Support Services. For a list of current contact information, please refer to the [website](#), under quick links, "Student Service Directory by School".

~~For more information about the Special Education Program at each of our schools, please contact:~~

Jaimie Dupuis	Barbara Kelly	Paula Oliveira
Dean of Student Support Services	Dean of Student Support Services	Dean of Student Support Services
Lamprey River Elementary School	Iber Holmes Gove Middle School	Raymond High School
603-895-3117	603-895-3394	603-895-6616
j.dupuis@sau33.com	b.kelly@sau33.com	p.oliveira@sau33.com

The Raymond School District Executive Director of Student Support Services is:

Jodi Gutterman
SAU 33
43 Harriman Hill Road
Raymond, NH 03077
603-895-4299 x1106
j.gutterman@sau33.com

Connections

Connections is an approved program by the NH Department of Education, a self-contained special education placement designated for middle school aged students who present with significant disabilities and require specialized instruction and services outside of regular or resource room settings 60% or more of the time. Eligible students experience considerable challenges in the areas of developmentally appropriate cognitive abilities and academic achievement, as well as age-appropriate and expected adaptive behavior skills across multiple domains and settings. For such students, the ability to transfer learning in authentic situations is often difficult without considerable support and related training.

Students placed in Connections are provided with specialized instruction and related services that will allow them to access and progress within the general curriculum for their age and grade to the greatest extent possible. Much, if not all, of the general curriculum will require modifications that considerably impacts the depth and breadth of content presented and competencies to be acquired. Addressing the further development of adaptive behaviors skills is equally a priority.

Removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student eligible for placement in Connections demonstrates well-below average cognitive, achievement, and adaptive behaviors skills which adversely affect a child's educational performance. Eligible students require an array of supports including specialized instruction and services not only academically, (i.e., intensive reading, writing and math instruction; general curriculum modification), but also in relation to adaptive behavior, independence, transition, and access to nonacademic and extracurricular services and activities. Support to access adult agency services, employment, and the community will most likely be needed.

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 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 school counselor or the school nurse.

The Raymond School District 504 Coordinator is:

Samantha Horrigan
Director of Health and Wellness
Raymond School District
603-895-4299 x4303
s.horrigan@sau33.com

ACADEMICS

Accelerated Coursework

Based on Iber Holmes Gove Middle School guidelines, 8th grade students have the opportunity to take part in ~~three~~ accelerated classes: Algebra I **and** Physical Science, ~~Foreign Language~~, or other classes that are made available to qualified 8th grade students. The criteria for placement in these classes includes: previous and current assessment data from standardized tests, grades, and academic performance that includes Algebra readiness indicators. A student who is selected and chooses to take Algebra I must take both Algebra I and Physical Science. ~~A student who is selected and qualified for Spanish I can take this course in conjunction with the other advanced placement classes but it can also be taken alone. Students who have maintained a "B" or better in 7th grade English are eligible for Spanish I.~~

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 accelerated courses at IHGMS are based on Raymond High School requirements for completion, and students will be graded using the RHS grading criteria and procedures.

There will be an add/drop period for the accelerated classes the first ten school days of the school year. Students, in conjunction with their parents/guardians, their teachers and school counselor, can choose to move out of the accelerated classes at this time. Only students who qualify to be in the accelerated 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 accelerated class curriculum, in the best interest of the student, placement will be reassessed and the student may be transferred to a regular curriculum homeroom and classes.

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 should check Google Classroom for assignments in each classroom or parents may email the teacher.

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 4: Homework usually will not exceed 45 minutes per night with the exception of long-term projects, multiple day assignments and suggested home reading.

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.

Grades 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 will usually not exceed 1 ½ hours.

Honor Roll

The honor roll is computed at the end of each marking period for students in grades 6 - 8. 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.

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 marking term.

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 grades 5-8 are eligible to participate.

Student Assignment to Teachers

All student assignments to teachers will be made by the school administration for all ages. Parents may submit to the principal a *Parent Input Placement Form*, available at the school office and on the District website, to address any specific and unique learning needs their children may have. Please refrain from

naming a specific teacher. These must be received by May 1st of the previous school year (or the Monday following if May 1st falls on a weekend). These descriptions will be taken into consideration when making student placements. Any form received after the May 1st deadline may not be honored due to scheduling demands and timeframes.

Summer School

~~Students must pass all four of their core academic classes, English, math, social studies, and science, in order to move on to the next grade in the middle school.~~

- ~~• Students who fail 1 or 2 core academic classes for the year are eligible for competency recovery during summer school.~~
- ~~• Any student enrolled in summer school will need to successfully complete their competency recovery work to pass the class and move to the next grade.~~
- ~~• Any student who fails 3 or more academic classes will not qualify for competency recovery during summer school and may be retained in accordance with SAU 33 district policy.~~
- ~~• Costs related to the enrollment in summer school are the responsibility of the student and/or his/her parents/guardians.~~

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

GRADING

IHGMS uses a competency based learning 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 competencies. Competencies describe what students should know and be able to do in each subject area at each grade level. Competency based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area. The guiding document is the New Hampshire College and Career Ready Standards for English and math. For the other content areas our competencies are based on related state and national content standards.

Competency based reporting allows teachers, parents and students the ability to view 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 more accurate. Competency based grading provides clearly defined learning targets and specified levels of achievement.

Key Terms:

- **Competency** is a statement that identifies what students should know and be able to do at the end of the year. There are several competencies for each course, the number of competencies varies per content area. The competency grades are calculated by the associated standards, which roll up into the given competency.
- **Standards** are educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span.
- **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. If a teacher finds in evaluating student work that the rating on the rubric falls between two distinctions a half increment will be assigned (.5, 1.5, 2.5, 3.5).

IHGMS uses a 0 - 4, to score all assessments. (See the scoring chart below)

Teacher gradebooks, and therefore grades in each student's Parent Portal Account, will be updated within every 10 school days.

Formative Assessments 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. These assessments are considered practice, and therefore are not calculated into the overall course grade.

The types of assignments that fall into this category include but are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Graphic organizers and brainstorming
- Informal observations of student work

- Entrance/exit tickets
- First drafts of writing assignments
- Reading or Practice Logs
- 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). These assessments are linked to one or more of the course competencies and are weighted at 100% of the overall course grade.

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 not be calculated into the final grade, and summative assessments will be 100% of the final grade. Formative assessments will be marked “Collected” or “Missing” and/or be given a 0 - 4 score 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 What I Need (WIN), and/or being assigned to in-school restriction until the work is completed.

Teachers will enter formative assignments in their gradebook, and the appropriate feedback on student progress toward mastery, at least every two weeks to keep students and their families informed.

Course standards, competencies and Work Study Practices will be assessed on a four point scale along with one of four achievement levels; Proficient With Distinction, Proficient, Partially Proficient, or Substantially Below Proficient. In grades 4-5 the four point scale will be used to report student academic progress. In grades 6-8 the four point scale will be used to report student progress and letter grades for overall course scores.

Summative assessments will assess one or more course standards. Each standard will receive a score based on the student responses on the assessment. Each course competency is based on a group of similar standards and the competency score is based on standards scores that make up that competency. The letter grade for the course will be determined by the competency scores for the course. All scores will appear in the Parent Portal of PowerSchool for overall course grades.

All grade reporting will be done online via PowerSchool Parent Portal. A printable copy of competency based progress reports and grade reports can be accessed through your Parent/Student Portal. Teacher comments may be recorded on the printable progress report/ report card. All parents/guardians and students will be provided with a Username and Password to access PowerSchool Parent Portal at the beginning of each school year.

Student progress toward mastery of the course competencies will be reported out on both progress reporting and grade reporting. A student's final overall course grade is cumulative over the entire school year; it is not an average of the trimester grades.

Any score less than 1.5 requires a comment for that assessment that includes why the failing score and what the student can do in relation to that standard.

All summative assessments must have a score of 0-4 within 2 weeks of the administration of that summative assessment.

Work-Study Practices

Work-Study Practices (**WSP**) are those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative. These behaviors will be scored separately for each course and appear during both progress reporting and grade reporting.

The Raymond School District Work Study Practices are:

- **Communication**
Students can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.
- **Creativity**
Students can use original and flexible thinking to communicate their ideas or construct a unique product or solution.
- **Collaboration**
Students can work in diverse groups to achieve a common goal.
- **Critical Thinking and Problem Solving**
Students can identify key elements of the problem issue, formulate valid conclusions based on sufficient and reliable evidence and consider alternative solutions and different points of view.
- **Self-Direction**
Students can initiate and manage their learning, and demonstrate a “growth” mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.

Work Study Practices scores will be updated at progress reporting and grade reporting times.

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

Grading Scale for Assessments:

4th & 5th Grade

Competency Grading		
Proficient with Distinction	4.0 - 3.5	The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.
Proficient	3.4 - 2.5	The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.
Partially Proficient	2.4 - 1.2	The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.
Substantially Below Proficient	1.1 - 0.0	The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.
Insufficient Work Shown	IWS	Indicator is not demonstrated because of insufficient student work to assess.
Not Yet Assessed	NYA	Due to the progression and design of units these standards have yet to be covered at this point in the year.

6th - 8th Grade

Course Grades										
4	A+		3.4 - 3.2	B+		2.4 - 2.2	C+		1.4 - 1.2	D+
3.9 - 3.7	A		3.1 - 2.7	B		2.1 - 1.7	C		1.1 - 0.7	D
3.6 - 3.5	A-		2.6 - 2.5	B-		1.6 - 1.5	C-		0.6 - 0.1	D-
									0	F

Competency Grading				
Proficient with Distinction	4.0 - 3.5	A+ - A-		The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.
Proficient	3.4 - 2.5	B+ - B-		The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.
Partially Proficient	2.4 - 1.2	C+ - D+		The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.
Substantially Below Proficient	1.1 - 0.0	D - F		The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.
Insufficient Work Shown	IWS			Indicator is not demonstrated because of insufficient student work to assess.
Not Yet Assessed	NYA			Due to the progression and design of units these standards have yet to be covered at this point in the 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 <1.5 on a competency in a summative assessment 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 assignments accurately prior to the retake. The teacher may also require additional formative work prior to the retake. Parents, and if applicable case managers, will be notified when a student is required to do a retake.

Retakes must be completed within ten school days of a scored summative being returned to the student. Students who have a score of >1.5 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. All formative assignments related to the summative assessment must be completed prior to the retake. Additional practice may be assigned.
4. The retake must be completed within ten school days of the scored summative being returned to the student.

Competency Recovery

If at the end of a marking term a student **that is failing one or more courses and** has one or more competency scores below a <1.5, that student will be assigned to competency recovery with ~~their~~ a teacher **after school**. **Students assigned to competency recovery will be required to continue to attend until they are passing all the competencies in the course(s) that they were failing. Parents will be responsible for transportation home for students who are required to attend competency recovery.**

Students will receive additional instruction to complete any outstanding or incomplete formative work. They will receive the appropriate summative assessment(s) when they have demonstrated that they have mastered the applicable knowledge and skills for that competency.

Parents will be notified of their child's ~~need~~ **requirement** to ~~participate in~~ **attend** competency recovery.

STUDENT CONDUCT

Academic Integrity

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.

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 be notified of any student found cheating. Violations will result in school disciplinary actions.

Examples of cheating:

1. Copying homework or class work with the purpose of submitting it as your own.
2. Handing in someone else’s work as your own.
3. Looking onto another’s test or quiz or letting another student look on a test or quiz.
4. Using any method of giving answers on a test or quiz to others.
5. Working with others or sharing tasks on an assignment that was assigned to done individually.
6. Physically taking any part of a test to use or to give to others.

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, email, website, and internet access will result in disciplinary action. (See our Acceptable Use Procedures at the back of this handbook or on our [district website](#).)

Alcohol/Drugs/Tobacco Products/Nicotine Delivery Devices (Vaping Devices)

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 and/or vaping devices 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 for suspension, mandatory counseling, and possibly expulsion from school.

Raymond School District students are not permitted to use or possess nicotine products in the building, on school grounds, school sponsored events or on school buses. Any student bringing nicotine products into school will have them confiscated. In addition, using nicotine products is PROHIBITED from any town fields. Using nicotine products at school, school sponsored events, on school grounds or on buses will result in progressive disciplinary consequences for each offense. At the principal's discretion, repeat offenses will result in a referral to the Student Intervention Team.

(Note: The entire school property is a no drugs/alcohol/nicotine zone for *all*.)

The Raymond School District partners with the Raymond Coalition for Youth to help keep our greater education community informed about the dangers of drug and alcohol use, and to ensure that students, parents and legal guardians are aware of resources relative to drug and alcohol counseling and treatment. To obtain more detailed information about local, regional and statewide drug and alcohol counseling and treatment resources which are available to students, please see below:

Addiction Crisis Line is active 1-844-711-HELP (4357)

Treatment and Recovery <https://www.rcfy.org/what-we-do/resources/treatment-recovery.html>

NH Alcohol and Drug Treatment Locator

<https://www.dhhs.nh.gov/programs-services/alcohol-tobacco-other-substance-misuse/nh-drug-alcohol-treatment-locator>

Vaping: <https://www.childrenshospital.org/conditions-and-treatments/conditions/v/vaping>

Parent Information About Substance Abuse Treatment for Kids <https://www.drugrehab.com/guides/parents/>

Parents and Family Toolkit <https://www.rcfy.org/what-we-do/resources/parents-family-toolkit.html>

Youth Information and Resources <https://www.rcfy.org/what-we-do/resources/>

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.

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.

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.

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.

Incidents of bullying and harassment must be reported to the building principal immediately.

See policy [JICK - Pupil Safety and Violence Prevention Policy: Bullying and Cyberbullying](#) and policy [ACAC Title IX Sexual Harassment Policy and Grievance Process](#).

Click here for the [Bullying/Harassment Reporting Form](#) or a [Bullying or Harassment Investigation Determination Appeal](#).

Cell Phone Violations

All students must adhere to Raymond School District Policy JICJ, regarding Personal Communication Devices:

PERSONAL COMMUNICATIONS DEVICES

Student use of cell phones and other handheld electronic and/or communication devices is strictly prohibited during the school day unless approved by a classroom teacher and/or building administrator. Such devices are to be kept stowed away and out of sight (such as in a student's assigned locker, purse, pocket, or bookbag), turned off and silenced when not in use. The use of cell phones during class time is prohibited unless the classroom teacher allows the use of cell phones for a specific educational purpose. Cell phones are not to be used in the classroom without teacher approval.

The Board may grant an exception to this policy for medical or emergency reasons. This exception requires a written report from the student's medical provider explaining the need for the exception.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell/smart phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices. Cell phones should be turned off or silenced during all practices, games and contests. They may be checked during breaks.

The school district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Consequences for Violating this Policy

First Offense: Verbal warning; A disciplinary referral will be written if there is violation of another district

policy.

Second Offense: The electronic communication device will be confiscated and a disciplinary referral will be written. The student must pick up the device from the principal or superintendent's office.

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 or superintendent's office. At the principal's discretion, the student may receive detention or in-school suspension.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The student's parent/guardian must pick up the cell/smart phone from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed ten (10) days.

Adopted: August 1, 2002
Revised: March 21, 2008
Revised: April 20, 2011
Revised: May 6, 2015
Revised: May 20, 2020
Revised: October 20, 2021
Revised: March 8, 2023

Contraband

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

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.

Forging/Impersonation

Forging by any means of any school forms (passes, notes, report cards, progress reports, etc.) by students for themselves or another student is not tolerated and will result in disciplinary action.

Gambling

No gambling on school property (including while playing cards).

Gum Chewing

Gum chewing will not be allowed in the building, unless documented in an individualized student plan.

Hallway/Bathroom Conduct

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

Insubordination

Insubordination will not be tolerated in the Raymond School District. Students being insubordinate will be referred to the office for disciplinary action. Insubordination is defined as:

1. Refusal to follow a 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 at all times while on schools grounds and while attending school sponsored activities.

Loitering

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

Personal Conduct

Public displays of affections (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.

Police Interrogation and 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 for non- school related investigations, 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 the principal or counselor present and any other staff as necessary. Police officers cannot guarantee that parents will be notified before student interviews depending upon the circumstances, but will make every attempt to do so. 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 of the time and place of the interview. 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 parent/guardian. The School Resource Officer (SRO) routinely makes inquiries regarding discipline. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstance exists, such interviews and interrogations are discouraged during the student's class time. The principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process, while at the same time cooperating with law enforcement efforts.

Prescribed/Over the Counter Drugs

Students are prohibited from taking prescribed and over the counter drugs while in school except as administered by the school nurse. (See Health Services section.) 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 will result in disciplinary action up to a 10 days suspension with potential for expulsion. Law enforcement officials will be notified. (Note: All school violations are documented on the student's discipline record.)

Profanity

Profanity will not be tolerated in the Raymond School District. Students using profanity will be referred to the office for disciplinary action. Profanity is defined as:

1. Use of profanity in hallways, classrooms, bathrooms, and all after-school activities on school premises is prohibited;
2. Use of rude or inappropriate language directed to school personnel or any other person of authority.

Students are expected to use appropriate conduct at all times while on school ground and while attending school sponsored activities.

Searches of Students and Lockers

A student's person and/or personal effects (i.e. bookbag, 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.

Snowball Throwing

Snowballs 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.

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 a false fire alarm is a civil offense and will be referred to Raymond School District Administration and to the Raymond Police Department. Violations of this will result in school disciplinary action.

Weapons

Weapons, such as knives, guns, fireworks, electronic shocking devices, ammunition, brass knuckles, pepper gas, mace, etc. are not allowed in school buildings, on school property, in school vehicles, or at school-sponsored activities. 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.) See [policy JICI Weapons on School Property](#).

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 with 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 or 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 to and/or selling inappropriate items in school

13. Gambling activities
14. Possession, transfer, sale or use of alcohol, drugs, tobacco products, fireworks, knives or other weapons

Progressive Disciplinary Actions for Student Misbehavior

Loss of Passes

Students will lose the opportunity to access hall passes if they abuse or forget passes.

Detention

Detentions will be served during lunch and/or recess for minor misbehaviors.

Administrative Assigned Detentions: Students will report after school when assigned by an administrator. Failure to do this, provided a 24-hour notice is given, will result in further disciplinary action. Supervised detention will be held Monday through Thursday for 30 minutes. Supervised Administrative Detention will be at the discretion of the administrator.

In-School Restriction (ISR)

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 for major infractions. 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. Students will be denied participation in all class activities and after-school functions, depending on the severity and/or frequency of the infraction.. Students who normally purchase a hot lunch will receive a bag lunch from the cafeteria. In the event that school is canceled, the student will serve the following day. Students are expected to follow ISR rules including:

1. Arrive at ISR room punctually.
2. Bring all books, homework, projects, and assignments.
3. No talking or sleeping in ISR.
4. Eating or drinking is only allowed during lunch and at other times at the direction of the ISR room coordinator..
5. All work must be turned in to the ISR supervisor.
6. Students are not to leave the ISR without permission from a building administrator or the ISR coordinator..

Out-of-School Suspension

Out-of-school suspension is generally considered to be a last resort in terms of dealing with student behavioral problems. A student under suspicion 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 the 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 out-of-school suspension are: leaving school without permission, assaults, harassments, vandalism, and swearing at a school employee.

Expulsion

The Raymond School District may consider a student for expulsion from school for gross misconduct, for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined by RSA 193-D:1, or for possession of a weapon or offenses involving possession or distribution of illegal drugs (including imitation drugs), alcohol, or other offenses as defined in RSA 193:13. Any student assaulting a school employee will be recommended for expulsion.

Consequences

Depending on the severity and frequency of any infractions of student conduct, 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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TRANSPORTATION

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.

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.

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.

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

- 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., skateboards, 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

FOOD SERVICE

The Raymond School District recognizes the value of good nutrition to our students' health and educational well being. The Raymond School district is part of the National School Lunch Program and the National School Breakfast Program. The Healthy, Hunger Free Kids Act of 2010 updated and reset the standards by which we make high quality, nutritious meals available to students each day that school is in session. These meals not only meet specific nutritional guidelines, but must also be provided in a financially responsible manner.

Monthly menus for both breakfast and lunch are linked to both the District homepage and are posted on the homepage for each school at the District Website, www.sau33.com. Monthly menus can be found through a link on the Food & Nutrition Department page. Additionally, they are also included as links in each school's weekly newsletter and on the Facebook page.

Breakfast Program

Breakfast is available from 7:35 AM until the Homeroom bell rings at 7:55 AM. A full meal is offered for ~~\$4.75, \$1.90~~ **\$1.90**, free 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, bars with yogurt, or string cheese daily, with whole grain breakfast sandwiches, muffins, and French toast sticks rotated in throughout the week. Bagels and donuts or Benefit Bars are also rotated in on alternating days. Milk and fruit or juice are offered as part of each meal. Our milk choices include 1% milk 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 if funds are available.

Lunch Program

Lunch menus are available online or directly from food services in the cafeteria. The cost is ~~\$2.95~~ **\$3.35** to students, or \$.40 for reduced priced 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 1% milk or fat free chocolate milk.~~ **The meal is based on the food groups, with servings of a Meat or Meat alternate items, vegetables, whole grain item, fruit, and a carton of 1% milk or fat-free chocolate 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 offer several main dish alternatives, including sandwiches with vegetables and entree salads with ~~protein~~ **meat or meat alternative** and **whole grain** bread.

Cold "milk only" may be purchased for those who bring lunch from home. "Seconds" of lunch items may also be purchased. Smart-snack qualifying Ice Cream items are available for sale daily once the lunch lines are served. Students must have funds available to buy any of these a la carte items.

Free and Reduced Meals Application

Applications for Free and Reduced Price Meals are ~~mailed~~ **emailed** out to each household at the beginning of the school year. **Applications can be completed online at www.myschoolapps.com.** They are also available online for downloading and printing from the District website on the School Nutrition Services Department page. Parents/guardians are encouraged to review the eligibility guidelines. If you believe that you will qualify, please apply as soon as possible to take advantage of this opportunity. It is important that the

application is filled out completely and reflects the same parent/guardian information as in the student's registration in PowerSchool. Incomplete applications cannot be processed.

All qualifying households must reapply for Free & Reduced Price Meals each school year as the carryover grace period is limited. If household circumstances change, families may also apply or reapply at any time during the school year. If you have any questions about this process, please contact the School Nutrition Services Director at 603-895-6616, x2345 or t.ball@sau33.com.

School Meals Payment Information

Raymond School Food service operates as a debit system, with accounts for each child. Individual students access their own accounts using a PIN pad as they come through the line in the cafeteria. It is very important to keep student's accounts up to date with funds available. Parents are encouraged to consider making advanced payment on their student's account for multiple weeks or months. Checks are encouraged, cash is also accepted. Checks should be made out to: Raymond School Food Service.

Online payments are also possible thru: www.myschoolbucks.com with a processing fee of \$2.49 per transaction. This site also offers wonderful free tools for households. Student account activity, such as payments and transactions may be viewed daily. Personalized low balance notices may be set up tailored to individual preferences.

In the event that any student's account goes into the negative, balance due notices are emailed ~~on Mondays and Thursdays~~ **weekly**. Payment is expected in full at that time.

Our complete [School Lunch Program Meal Charges policy \(EFAA\)](#), which includes information on how to access possible financial resources for families in need, can be found at the back of this handbook and on our website.

As found in policy EFAA, the School District will follow the procedure below regarding payment for meals:

Regardless of whether ~~an elementary or middle school~~ a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal (not a la carte items) from among the choices available to all students.

If the student's meal account balance debt grows to \$15.00 or more a letter demanding immediate payment shall be sent by US Mail to the parent or the parent shall be contacted by Raymond School Nutrition Services by phone or in person. Where warranted, the School Nutrition Services Director may arrange a payment schedule to address current meal consumption and arrearages while the school continues to provide the student with meals. If the student's meal account debt grows to \$30.00 or more the parents will be requested to meet with the principal.

When appropriate, the Principal should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family. The District may refer parents to school social workers and/or school counselors to identify and explore potential resources.

If a student with a negative balance in his or her meal account seeks to make a meal only purchase with cash or check, the student will be allowed to do so.

Students who have a balance of over \$30 will not be permitted to participate in the Senior Class Trip at Raymond High School unless the balance is paid in full or parents have made prior arrangements with the School District for an approved payment plan.

PARENT INVOLVEMENT

Parent Core Group

The Parent Core Group of IHGMS 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 fundraising 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, playground equipment, and our school sign, all of which are gratefully appreciated. In addition, the Parent Core Group 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.

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. For more information please call the school at 603-895-3394 or email

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 with our school. There are two categories of volunteers as defined 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 of 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 on a regular basis and is in the building when school is in session

Designed 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 Acknowledgment
- Bullying Prevention Training

Please contact the main office to inquire about volunteering needs and to begin the process to volunteer in our schools. Thank you!

Raymond School District Policy - JRA

STUDENT RECORDS AND PPRA POLICY

Adult students over 18 years of age and parents/legal guardians will have access to school records of Raymond students in accordance with Federal and State law and this Policy.

I. ANNUAL NOTICE

Annually, the School District will distribute a student handbook to students, parents or guardians and adult students over 18 years of age containing the following notice of policies hereby adopted by the School Board:

A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL NOTICE

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

1. The right to inspect and review the student's education records within 14 days of the day the school receives a request for access. Parents or eligible students should submit to the building principal 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 the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the building principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school or SAU as an administrator, supervisor, instructor, or support staff member such as guidance, health or medical staff and law enforcement unit personnel; or a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records such as an attorney, auditor, medical or educational consultant, evaluators, educational providers, experts, therapist, SRO, or online educational services; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School District discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

5. Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of high school students and the School District must comply with any such request, provided that parents have been notified that they or their eligible student have the right to opt out and request that this information not be released without their prior written consent.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202**

B. NOTICE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Raymond School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless you have advised the School District to the contrary in accordance with School District procedures. The primary purpose of directory information is to allow the School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- An annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; or
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

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 three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the School District to disclose directory information from your child's education records without your prior written consent, you must notify the School District in writing by September 15. The School District has designated the following information as directory information:

- Parents/guardians' name and address
- Student's name, address, telephone number, date and place of birth, dates of enrollment
- Student's participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph

- Degrees, honors, and awards received
- Students' grade level, enrollment status and dates of attendance

C. PROTECTION OF PUPIL RIGHTS AMENDMENT NOTICE

(See also District Policy ILD)

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and high school students certain rights regarding the School District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights include but are not limited 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 (DOE):

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; 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 collected from students for marketing or to sell or otherwise distribute the information to others. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Inspect, upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party;
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 from the parents to a student who is 18 years old or an emancipated minor under State law.

The Raymond School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The **School District** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

The School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys at least 10 days before the specific activities or survey and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The **School District** will make this notification to parents at the beginning of the school year if the School District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by DOE.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

II. PROCEDURE TO INSPECT AND REVIEW RECORDS

A. Parents/guardians and eligible students wishing to inspect student records must file a written request to do so with the building principal. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.

B. Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents/guardians and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

C. Single copies of appropriate records shall be made available in a reasonable length of time, but in no case more than 14 days after request has been made in writing to the building principal. The records may be inspected by the parents, guardians, and all students once they reach 18 in the presence of the building principal or his/her designee.

D. The school shall make a written record of the disclosure of all student records, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent or eligible student. A record of inspections will also be kept.

E. In cases involving a third party request for records requiring consent for disclosure under law, the student over 18, parent or guardian shall sign a consent form furnished by the building principal. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of the request.

F. Access will be refused or granted depending upon the propriety of the request and validity of the request and consent forms.

G. If a request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for a final ruling.

H. The building principal shall be the custodian of all student records in his/her school.

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

J. When records contain information about students other than a parent's/guardian's child or the eligible student, the parent/guardian/eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed.

III. PROCEDURE TO AMEND RECORDS

A. The parent(s), guardian(s) of a student under 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the building principal, the record or records which he/she believes are inaccurate, misleading or otherwise in violation of the student's privacy rights, together with a statement of the reasons for the requested amendment of the record.

B. A response by the building principal shall be made within 14 days indicating whether he/she finds the record to be inaccurate, misleading or otherwise in violation of the student's privacy rights and if so how the record will be corrected or deleted. The parent, guardian or eligible student will then be given 5 days from receipt of the principal's decision to refer the request on to the Superintendent for a hearing.

C. If requested, a hearing before the Superintendent or Superintendent's designee who does not have a direct interest in the outcome of the hearing, shall be held within a reasonable period of time, but in no case more than 45 days after receipt of such a request by the Superintendent. The parent, guardian or student 18 years or older, will have the right to be represented by counsel and to present evidence in support of his/her belief that the record should be amended. A written decision will be rendered within 30 days stating the disposition of the challenge to the record and the reasons for the determination. Although the hearing may be informal in nature, the processes used shall ensure fairness and impartiality. The decision made shall be final and not subject to appeal.

D. If as a result of the hearing the Superintendent or his/her designee decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, he/she shall inform the parent, guardian, or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School District.

IV. MAINTENANCE OF RECORDS

The building principal shall make sure that all student records are maintained in accordance with retention schedules established by law or School District policy.

Adopted: December 18, 1975
Revised: August 1, 2002
Adopted: June 23, 2010
Revised: March 6, 2019

Iber Holmes Gove Middle School
2023-2024 DRAFT Parent & Student Handbook

Raymond School District Calendar 2023-2024 School Year

August 2023		(3)			
M	T	W	T	F	
8/23 - New Teacher and New Para In-Service	1	2	3	4	
8/24 - District In-Service	7	8	9	10	11
8/25 - Staff In-Service	14	15	16	17	18
8/28 - Staff In-Service	21	22	23	24	25
8/29 First Day of School Grades 1-12	28	29	30	31	

September 2023		(18)			
M	T	W	T	F	
9/1 Staff In-Service				1	
9/4 Labor Day	4	5	6	7	8
9/5 First Day for Preschool and K	11	12	13	14	15
	18	19	20	21	22
9/29 - Staff In-Service	25	26	27	28	29

October 2023		(21)			
M	T	W	T	F	
10/9 Columbus Day	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

November 2023		(17)			
M	T	W	T	F	
11/7 Staff In-Service		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	

December 2023		(16)			
M	T	W	T	F	
				1	
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
12/25-1/1 Holiday Break	25	26	27	28	29

January 2024		(20)		
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024		(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	29	

March 2024		(19)		
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024		(17)		
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024		(22)		
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024		(7)		
M	T	W	T	F
3	4	5	6	7
10	11	12*	13*	14*
17*	18*	19*	20*	21*
24*	25*	26	27	28

	Scheduled no school days for students
	*Possible snow/emergency make-up days

REA (6)
8/23 - New Teacher and New Para In-Service
8/24 - District In-Service
8/25 - Staff In-Service
8/28 - Staff In-Service
8/29 First Day of School Grades 1-12

REA (20)
9/1 Staff In-Service
9/4 Labor Day
9/5 First Day for Preschool and K
9/29 - Staff In-Service

REA (21)
10/9 Columbus Day

REA (18)
11/7 Staff In-Service
11/10 Veteran's Day Observed
11/22-11/24 Thanksgiving Break

REA (16)
12/25-1/1 Holiday Break

REA (21)
1/1 Holiday Break
1/15 Martin Luther King Jr., Civil Rights Day
1/16 Staff In-Service

REA (17)
2/26-3/1 Winter Break

REA (20)
3/12 Staff In-Service

REA (17)
4/22-4/26 Spring Break

REA (22)
5/27 Memorial Day

REA (7.5)
6/11 - Last Day of School
6/12- 1/2 Day for Teachers

Approved by Raymond School Board on April 5, 2023

First Day of School Grades 1-12: August 29

First Day of School for Preschool/Kindergarten: September 5

The following in-service days are work days for paraeducators:

August 23 (new paraeducators only), August 24, August 25, August 28, September 29, and January 16

**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 and school districts regarding educationally disabled children. These include, but are not limited to, the following, which are listed in Title 20, United States Code, Section 1415 (b).

1. Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education.
2. Parents may obtain an independent educational evaluation.
3. The school district must adopt procedures to protect the rights of the child whenever the parents 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 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.

III-a. In all hearings the school district shall have the burden of proof, including the burden of persuasion and production, of the appropriateness of the child's program or placement, or of the program or placement proposed by the public agency. This burden shall be met by a preponderance of the evidence.

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. 2008, 274:32, eff. July 1, 2008; 302:19, eff. Jan. 1, 2009. 2021, 158:1, eff. July 29, 2021.

For additional information regarding special education and the special education laws, please contact the Executive Director of Student Services 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*

Raymond School District Policy - AC

NON-DISCRIMINATION

It is the policy of the School Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, gender identity, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

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

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

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

Legal References:

RSA 354-A:6, Opportunity for Employment with Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title II of The American with Disabilities Act of 1990

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

RSA 186:11 XXXIII, Discrimination

RSA 275:71, Prohibited Conduct by Employer

ED 306

See Appendix AC-R

Adopted: April 21, 1988
Revised: February 7, 2002
Revised: June 6, 2012
Revised: April 6, 2016
Revised: June 19, 2019

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. [1] 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 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, "*JICK-Student Safety and Violence Prevention.*"[2]

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.

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

[1] Whenever this policy refers to any time frame, it may be extended for good cause, as documented.

[2] Nothing in this policy should in any way create or should be construed to create an express or implied contract.

RAYMOND SCHOOL DISTRICT POLICY – ACAC

Title IX Sexual Harassment Policy and Grievance Process

The definition of “Sexual Harassment” is found in Section II.B of this Policy. Instructions for making a report or complaint of sexual harassment are found in Section II.J.1. The “Title IX Grievance Process” is Section III, and the procedure for filing a formal complaint to initiate the grievance process is found in Section III.A

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

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

II. TITLE IX SEXUAL HARASSMENT POLICY.

A. Application of This Policy.

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

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

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

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law.^[1] Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator shall be updated and disseminated annually with the Title IX Coordinator’s name.

B. Definitions.

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

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

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

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

“Decision Maker” means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

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

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

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

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

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

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

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;

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

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

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

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. **District policies prohibit both, but for purposes of its Title IX obligations the District must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process.** Except as used in other laws (e.g., Title VII) or policies (e.g., Board policy JICK) pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

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

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

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

1. Counseling;
2. Course modifications;
3. Schedule changes;

4. Increased monitoring or supervision; and
5. Any other measure deemed necessary by the Title IX Coordinator.

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

C. Title IX Coordinator.

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

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

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

D. Training.

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

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

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

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

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

E. Confidentiality.

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

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

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

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

1. Any individual who has made a report or complaint of sex discrimination;

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

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

F. Retaliation Prohibited.

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

G. Conflict of Interest.

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

H. Dissemination and Notice.

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

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

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

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

I. Records and Record Keeping.

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

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

1. Report of Sexual Harassment.

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

Any person may report sexual harassment whether relating to her/himself or another person. **However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator** of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the District strongly encourages reports of sexual harassment to be made directly to the Title IX

Coordinator, the report may be made to **any** District staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint, or delegate the function to another person.

NOTE: For any allegation of sexual assault on a student under the age of 18, such conduct shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., “credential holder”), then a report shall also be made pursuant to the Code of Conduct for New Hampshire Educators.

2. District Response to Report of Sexual Harassment.

The district will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

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

3. Formal Complaints.

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

4. Limitation on Disciplinary Action.

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

5. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student's IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. TITLE IX GRIEVANCE PROCESS.

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

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

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

If no formal complaint is filed by the complainant or the Title IX Coordinator no disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the District or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the

District will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment,
3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the District and school websites.

B. Initial Steps and Notice of Formal Complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in any relevant code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this

Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.

5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.

6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different District or other employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility (initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board Chair and the Business Administrator, the latter of whom shall have authority to seek guidance from the District’s general counsel, but shall not delay the District’s response to the report as outlined in this Policy.

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

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).

2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.

3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.

4. Additional Allegations. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information

protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.

6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.

b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.

c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.

d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of Grievance Process.

The District shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the **determination of responsibility decision** within 60 days after filing the formal complaint. In more complex cases, the time necessary to complete a

fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.

- a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
- b. No more than 10 days for reviewing information prior to conclusion of investigation
- c. No more than 10 days after receiving report to respond to report
- d. No more than 10 days for decision maker to allow initial questions
- e. No more than 10 days for responses to questions
- f. No more than 10 days for questions and responses to follow-up questions.
- g. No more than 10 days for **determination of responsibility decision**
- h. 10 days for appeal (6 additional days for administrative steps)
- i. 10 days for argument/statement challenging or supporting determination
- j. 10 days for decision on appeal

2. Delays and Extensions of Time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

E. Investigation.

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

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

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

F. Determination of Responsibility and Initial Decision Maker.

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

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the any relative codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and

- f. The District's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

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

The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, applicable code of conduct or administrative rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process.

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party's written appeal:

- i. Procedural irregularity that affected the outcome of the matter;
- ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

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

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.

4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement ("appeal statement") in support of, or challenging, the determination of responsibility or dismissal.

5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party's appeal statement.

6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.

7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties' appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties' written statements per Section III.H.5.

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

Once the Title IX Decision is final, the District may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and District administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The District may also proceed against the respondent or complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District.

J. Informal Resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. Provides written notice to the parties disclosing:
 - a. The allegations of the formal complaint;
 - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

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

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

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

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

34 CFR 106.30, Definitions, 34 CFR 106.44, Recipient's response to sexual harassment

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

34 CFR 106.71, Retaliation

RSA 193:38, Discrimination in Public Schools

NH Dept of Ed. Rules Ed 303.01 (i), School Board Substantive Duties

Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

Adopted: June 2, 2021

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.
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 - 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 Emergency Operations Plan (EOP) developed by the Districtwide Emergency Management Committee, which includes representatives from the police and fire departments. Further, the Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A:64.

The practice of safety shall also be considered a facet of the instructional plan of the District schools by incorporating educational programs in fire prevention, emergency response actions, 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 Districtwide Emergency 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 I and the Director of Safety & Facilities 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 Emergency Operations Plan, each Principal and the Director of Safety & Facilities 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 emergency response action 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: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

Legal References Updated 2015

Revised December 7, 2022

Raymond School District Policy - ECAB

Staff/Student Identification Procedures

The Raymond School Board, for the safety of students/staff members, requires all employees, volunteers, and visitors to school building property, or school sponsored functions to wear an identification badge visible at all times. The photo identification badge system will be identified by colors with picture, name, and school/department. The badge system with the appropriate designation, but without picture (number instead), will be utilized for visitors, chaperones for field trips, and substitutes and/or temporary employees.

Building administrators and/or supervisors are required to make all staff members aware of the identification badge system requirement, and to promptly schedule photo sessions for all school employees.

The badges will be made by the Superintendent's designee who will keep the information on file at the SAU #33 office. Appointments will be scheduled shortly after employment or starting of contracted services.

Identification badges are the property of the Raymond School District and are issued to persons only during the time of their employment. At the end of employment the badge will be turned in to the principal. Employees may obtain a replacement of a lost badge from the SAU #33 office at the cost of \$5.00 per card.

Students in grades 5-12 will be expected to wear their ID's on school property during the school day.

Adopted: September 6, 2001
Revised: October 4, 2001
Revised: May 16, 2002
Revised: July 11, 2018

Raymond School District Policy – EEAA

VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent is authorized to allow video and/or audio recordings to the extent allowed by applicable law.

Surveillance.

Video surveillance is authorized on District property, including, without limitation, school buses and other district provided transportation, to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment.

1. Audio Surveillance.

Although video surveillance is permissive, surveillance with audio recording is only permitted on school buses – whether such buses are operated by the District or not - in accordance with RSA 570:A-2, II (k) and Board policy ECAF. Audio recordings are also authorized in classrooms per Section D below.

2. Video Surveillance.

The Superintendent or his/her designee will approve appropriate locations for surveillance cameras. Placement of cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms, or dressing or locker rooms.

Signs will be posted on school property to notify students, staff, and visitors that video recording devices may be in use. (More specific notice is required for audio recordings on school buses as provided under Board policy ECAF.) At the Superintendent's discretion, parents and students may also be notified through the Student Handbook as well as the District and school websites. All persons will be responsible for any violations of school rules recorded by cameras.

The district will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording.

A. Video and Audio Recordings Used for Student Discipline Matters.

Video/audio recordings in District possession, whether or not recorded by District equipment, that contain evidence of a violation of student conduct rules, school board policy, and/or state or federal law, will be retained until the issue of the misconduct is no longer subject to review or appeal, as determined by board policy or applicable law. Any release or viewing of the recording will be in accordance with the law. Notwithstanding this paragraph, use of video/audio surveillance on school buses shall be in accordance with Policy ECAF.

In the event any audio or video recording (from whatever source) is used as part of a student discipline proceeding, such video may become part of a student's education record. If recording does become part of a student's education record, the provisions of Policy JRA shall apply. (In accordance with RSA 570:A-2 and Board policy ECAF, retention and use of audio recordings gathered via bus surveillance have stricter requirements than video only or recordings from non-District sources.)

B. Video and Audio Recordings Used for Special Education Purposes.

Video and audio recordings may be used for special education or Section 504 purposes, when a student's individualized education program or accommodation plan includes audio or video recording as part of the child's education. All such recordings will be maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and other applicable law(s).

C. Additional Video and Audio Recordings Authorized.

The school board permits the video and audio recording of the following school-related activities. The following purposes are not intended to be exhaustive and may be expanded or contracted by either administrative determination or school board action.

Extracurricular/co-curricular activities

Musical performances, band, concert band, ensemble, orchestra, choir

Drama activities

Club events

Sporting events, including both inter and intra-scholastic

Other activities such as student senate, yearbook, school pride, ROTC

Ceremonies, orientation, presentations, school assemblies or meetings, or any school events which occur outside of the physical classroom.

D. Consultation with Counsel.

The Superintendent (and other administrators if the Superintendent is unavailable) is specifically authorized to seek and obtain legal advice from the School Board/District's attorney with respect to any new use of surveillance or audio recordings, and/or relative to the use, sharing, ownership, retention and/or destruction of video or audio recordings.

Legal References:

RSA 189:65, Definitions

RSA 189:68 Student Privacy

RSA 570-A:2

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

Adopted: September 5, 2007

Revised: January 5, 2011

Revised: December 2, 2015

Revised: April 19, 2017

Revised: December 20, 2017

Revised: July 20, 2022

Raymond School District Policy - EFAA

SCHOOL LUNCH PROGRAM MEAL CHARGES

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

The school lunch program is required by federal law to operate as a non-profit which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school lunch program from other funds. Therefore, parents of students required to pay the full or reduced price for meals must ensure that the school lunch program is paid for their student's meals. The District's policy is to quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

Student Meal Accounts

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

Funds may be deposited into a student lunch account by cash, check, or online payment. Payments by cash or check can be made at the school. A check may also be mailed to the School Nutrition Services Director (Raymond High School, 45 Harriman Hill Road, Raymond, NH 03077). Checks should be made out to *Raymond School Nutrition Services*. The District utilizes the services of an online payment system. Information about and access to this payment system can be found on the district website. The use of checks or on-line payments is encouraged, as each provides a record. Parents are responsible for any fees charged by the online service.

Any bank fees incurred on any check returned for insufficient funds will be charged to the parent. In accordance with RSA 358-C:5, notice of the fee charged for a check that is returned for insufficient funds shall be included in any letter sent to a parent seeking payment because the student meal account has a negative balance.

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

Parental Restrictions on Use of Student Meal Account

Parents who establish a meal account for their student are solely responsible for establishing with their student any restrictions the parent chooses to place on use of the account. Parents must monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge meals. Note that the District's online payment system allows a parent to check their student's transactions and balance at any time.

Balance Statements

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

The notices will be sent by e-mail when practical, otherwise by a note, sealed in an envelope, sent home with the student. Only those District staff who have received training on the confidentiality requirements of federal and state law, including the United States Department of Agriculture's ("USDA") guidance for school meal programs, and who have a need to access a child's account balance and eligibility information may communicate with parents regarding unpaid meal charges. Volunteers, including parent volunteers will not be used to communicate with parents regarding unpaid meal charges. 42 U.S.C. 1758(b)(6).

The District recognizes that unexpected financial hardships occur and will attempt to work with parents in this circumstance to limit the amount of accumulated debt. To do so, it is essential that parents respond to notices and cooperate with district staff efforts. Fairness and equal treatment requires that those able to pay, but who fall behind, must promptly bring their students meal account into a positive balance. The District's proactive approach is intended to help ensure students have healthy meals and that parents do not accumulate significant debt to the school meal program.

Free or Reduced Price Meals

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

Parents shall be provided with a copy of this policy and an application for free or reduced cost meals annually at the start of the school year through a mailing as well as in the student handbook, and upon enrollment of a transfer student during the school year. It will also be available on the School Nutrition Services pages of the District website. Each notice shall also identify a member of the District staff, with contact information, who is available to answer questions or assist the parents with applying for free or reduced price meals.

Parents with limited English proficiency or print disabilities should contact the School Nutrition Services Director for assistance in understanding any part of this policy.

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

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

Students Without Cash in Hand or A Positive Account Balance

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

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

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

Elementary and Middle School: Regardless of whether a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal (not a la carte items) from among the choices available to all students.

If the student's meal account balance debt grows to \$15.00 or more a letter demanding immediate payment shall be sent by US Mail to the parent or the parent shall be contacted by Raymond School Nutrition Services by phone or in person. Where warranted, the School Nutrition Services Director may arrange a payment schedule to address current meal consumption and arrearages while the school continues to provide the student with meals. If the student's meal account debt grows to \$30.00 or more the parents will be requested to meet with the principal.

When appropriate, the Principal should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family. The District may refer parents to school social workers and/or school counselors to identify and explore potential resources.

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

High School: Parents of high school students whose balance grows to \$15.00 will be notified that once the balance grows to \$30.00, the student will no longer be permitted to charge any items.

When appropriate, the Principal should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family. The District may refer parents to school social workers and/or school counselors to identify and explore potential resources.

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

Unresolved Debt

Parents in need of assistance for unresolved food service debt are encouraged to contact the School Nutrition Services Director to explore options for repayment or to discuss the possibility of a payment plan, if applicable. If no approved payment plan is in place, and a student with a balance of over \$30 continues to use the school meal program, a second letter shall be sent to the parents using certified mail, return receipt requested. If parents continue to fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school meal program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503. The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District.

Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with District funds, shall be credited to the District. All debt collection efforts shall comply with RSA Chapter 358-C, New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act.

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

Students who have a balance of over \$30 will not be permitted to participate in the Senior Class Trip unless the balance is paid in full or parents have made prior arrangements with the School District for an approved payment plan. Parents will be notified of this procedure annually beginning in 8th grade.

Staff Enforcement of Policy/Training

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

Student with Special Dietary Needs

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a

letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This District is an equal opportunity provider.

Nondiscrimination

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

Assessment for Neglect Reporting

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

Legal References

- 15 U.S.C. § 1692-1695 federal Fair Debt Collection Practices Act (FDCPA)
- 42 U.S.C. 1758(b)(6), Use or disclosure of information
- Civil Rights Act of 1964 & 7 C.F.R. Part 15, Subpart A & B
- 2 C.F.R. §200.426
- 7 C.F.R §210.09
- 7 C.F.R §210.10
- 7 C.F.R §210.15
- 7 C.F.R. §245.5
- USDA SP 46-2016 - No later than July 1, 2017, all SFA's operating the Federal school meal program are required to have a written meal charge policy.
- USDA Guidance SP37-2016: Meaningful Access for Persons with Limited English Proficiency (LEP) in the School Meal Programs
- RSA 189:11-a
- RSA 358-C , New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act;
- NH Dept. of Education Technical Advisory - Food and Nutrition Programs

Adopted: July 11, 2018

Raymond School District Policy JICL-R

ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS AND STAFF

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and any other related laws, students and staff members have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.

6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions:

1. Protect their Internet log from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Use any network in a way that does not disrupt its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, students and staff members understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove/delete any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable, and students and staff members hereby waive any right of privacy which they may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.

4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.
7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Adopted: December 7, 2022

Raymond School District Policy – IJOC

VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents 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 Policy – IKAD

CHANGING STUDENT GRADES

Every teacher shall maintain an evaluation record for each student in the teachers' respective classes. Parents/guardians of a student, or the student him/herself, if the student is 18 years of age or older, may request to have his/her grade changed only for grades on final exams or grades at the end of a marking period.

Final grades can only be changed for the following reasons:

1. A miscalculation of test scores;
2. A technical error in assigning a particular grade or score;
3. The teacher agrees to allow the student to do extra work that may impact the grade;
4. An inappropriate grading system used to determine the grade; or
5. An inappropriate grade based on an appropriate grading system.

Administrators will not change the final grade assigned by the teacher without first notifying the teacher.

Additionally, the Superintendent is charged with promulgating administrative rules to be followed when a request for a change in letter grade is made.

Adopted: December 2, 2009

Raymond School District Policy – IKAD-R

CHANGING STUDENT GRADES – PROCESS

Should a request be made to change a letter grade on final exams or grades at the end of a marking period, term, or semester, the following procedures are to be followed:

Step 1 - Informing the Teacher

Parents/guardians, or a student who is 18 years of age or older, who are dissatisfied with the student's final grade received during a marking period may submit a written request to either the teacher of the course, or to the principal, to have the final grade reviewed and/or changed.

This request must be received by the teacher or principal within ten (10) work days of the parent's/student's receipt of the grade.

Step 2 – Meeting Between Parents, Teacher and Principal

If the request is sent to the teacher, the teacher shall immediately inform the principal of the request. If the principal receives the request, the principal shall inform the teacher thereof. Within five (5) work days of receiving a request to correct or remove a final grade, the principal shall contact the parents/guardian/student and arrange for a meeting to discuss the matter. A meeting shall be scheduled as soon as is practically possible that allows for attendance of the teacher, the principal, and the parents/guardian/student.

At the meeting, the parent/student will be provided with a copy of Policy IKAD – Changing Student Grades. At the meeting, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given.

Parents/guardian/students may also present evidence, either written or verbally, as to why they believe the grade should be changed. Parents/guardian/students are encouraged to limit their evidence to material that will establish an error consistent with the provisions of Policy IKAD.

Step 3 - Resolution

Within five (5) work days of the meeting, the principal shall issue a written decision on the parent's/student's request to change the student's grade. Parents/guardian/students will be notified of the principal's decision in writing.

Student grades will only be changed for one of the reasons set forth in Policy IKAD. However, if after meeting with the parents/guardian/student, the teacher determines that extenuating circumstances affected the student's grade, the teacher may recommend that the principal take into consideration such circumstances when reaching his/her decision.

The decision of the principal shall be final.

The principal may, upon his/her own discretion, elicit the assistance of other teachers or guidance counselors to assist in making the decision.

Adopted: December 2, 2009

Raymond School District Policy - JH

ATTENDANCE, ABSENTEEISM, AND TRUANCY

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) unexcused absences per quarter or marking term (prorated to five (5) for trimesters) to be excessive. As the student progresses through school, the major responsibility for attendance shifts from parent(s)/guardian(s) 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 unexcused absences. There are a number of items that are common to all levels; these include:

1. Tardiness has a negative impact on a student's performance in school. Each school will develop procedures to deal with students who are tardy.
2. Any procedures that impact a student's grade due to excessive absences will contain an appeal process.
3. Students are expected to make up all work missed due to absence, tardiness, or dismissal.
4. Missed classes may impact a student's eligibility to participate in their next co-curricular event. Without a doctor's note, or other appropriate documentation a student who has missed class will not be eligible for co-curricular activities, even if they are excused by a parent.
5. Students who cannot attend school due to a medical reason will be provided a temporary home-based program not to exceed 45 days in a school year. Attendance will be counted as present during that time period. Medical permission will be required.

Absences

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

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness (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. Special Event or Family Occasion - any special event or occasion with prior approval by the principal
8. 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, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of the reasons above for non-attendance. 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.

Each Building Principal is responsible for overseeing attendance procedures that include:

1. Attendance is accurately checked and reported to the school office daily for each class.
2. All student absences are recorded.
3. All permanent records of pupil attendance are maintained at the individual schools.

The following applies to those students eighteen (18) years of age and older: After fifteen (15) consecutive days absent, when there has been no firm understanding with an absent student and his/her parent(s)/guardian(s), the school will send a warning letter to the parent(s)/guardian(s) giving notice that the student will be dropped from registration effective the 20th day of his/her consecutive absence unless a clear understanding, in writing, with parent(s)/guardian(s) is achieved beforehand. A copy of this letter will go to the Superintendent of Schools.

School Principals are responsible for developing Student Handbooks that will include rules regarding student absences, excuses, suspensions, and truancy. These rules will apply to all students.

Truancy

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

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

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

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

Intervention Process to Address Truancy

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

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

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

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

1. A statement that the student has become or is in danger of becoming habitually truant;

2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

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

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

Parental Notification of Truancy Policy

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

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

Statutory References:

RSA 193:1, 2, 7, 8, and 16

RSA 306.10 (a) (1)

Adopted: September 1, 1994
R/R: 12/18/80, 1/23/85, 6/3/99
Revised: August 1, 2002
Revised: October 17, 2007
Revised: September 1, 2010
Revised: February 16, 2011
Revised: February 17, 2021
Revised: January 4, 2023

Raymond School District Policy - JICD

STUDENT DISCIPLINE AND DUE PROCESS

A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable rules of conduct.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. **"Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the rules of conduct, or otherwise impedes the educational purpose of the class. If the situation allows, before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

2. **"Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. **"Detention"** means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Rules of conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention,

is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. **"Temporary Reassignment"** or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the rules of conduct and classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. **"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 reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

6. **"Out-of-school suspension"** means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

- a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1, definitions of which are listed below);
 - (a) Any of the offenses enumerated in RSA 189:13-a, V.
 - (b)(1) Any first or second degree assault under RSA 631.
 - (2) Any simple assault under RSA 631:2-a.
 - (c) Criminal mischief under RSA 634:2.
 - (d) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
 - (e) Arson under RSA 634:1.
 - (f) Burglary under RSA 635.
 - (g) Robbery under RSA 636.
 - (h) Theft under RSA 637.
 - (i) Illegal sale or possession of a controlled drug under RSA 318-B.
 - (j) Criminal threatening under RSA 631:4.

Or:

- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the rules of conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the rules of conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

- b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g)**, including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.
- e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is **suspended more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.
7. **"Expulsion"** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.
- a. Grounds for Expulsion. An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:
- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII;
 - iv. Criminal threatening pursuant to RSA 631:4, II(a); or
 - v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
 - (2) The pupil's disciplinary history.
 - (3) Whether the pupil is a student with a disability.
 - (4) The seriousness of the violation or behavior committed by the pupil.
 - (5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
 - (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.
- c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.

- d. **Educational Services.** The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. **Modification or Reinstatement After Suspension or Expulsion.**

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. **Modification by Superintendent.** Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
2. **Review and reinstatement by Board.** A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.
3. **Modification of Expulsion for Firearms.** A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

- D. **Appeals to State Board of Education.** Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

- E. **School Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" will mean a quorum of the full Board.

F. **Superintendent and Principal Designees.**

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. **Disciplinary Removal of Students with Disabilities.**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing

special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

Legal References:

18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D, Safe Schools Zones
RSA 631:4, Criminal Threatening
RSA 651:5, XIII "Act of Violence"
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

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Raymond School District Policy – JICK

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

2. **Cyberbullying.** 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.

6. **Covered Areas:** In accordance with RSA 93-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.

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 “*ACAC - Title IX Sexual Harassment Policy and Grievance Process.*” 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.

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.

These plans may be revised as circumstances warrant.

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 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, 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 will be made by telephone or personal conference, and in writing. 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). The notice shall include, at minimum, basic details of the alleged situation and timeframe of the investigation.

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 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 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 of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents of both parties within 24 hours again notifying them of the results of the investigation which shall summarize the investigation process and findings. The form for a parent to appeal the decision of a bullying investigation will be included in the letter of findings.

3. The Principal shall offer a meeting to parents/guardians. If the parents 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 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 "*ACAC - Title IX Sexual Harassment Policy and Grievance Process.*" 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
Revised: October 29, 2018
Revised: June 2, 2021 (Call letters update only)

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 Policy - JICI

WEAPONS ON SCHOOL PROPERTY

Guns and Firearms - Students:

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. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.
All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slingshot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

"Weapon" is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The Superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal References:

18 U.S.C. § 921 Et seq., Firearms 20 U.S.C. § 7151, Gun-Free Schools Act RSA 193:11, Disturbance
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

See Appendix JICD-R

Adopted: November 16, 1992, R/R: 10/6/94, 3/23/95, Revised: August 1, 2002

Revised: February 16, 2011, Revised: September 3, 2014

Raymond School District Policy - JICJ

PERSONAL COMMUNICATIONS DEVICES

Student use of cell phones and other handheld electronic and/or communication devices is strictly prohibited during the school day unless approved by a classroom teacher and/or building administrator. Such devices are to be kept stowed away and out of sight (such as in a student's assigned locker, purse, pocket, or bookbag), turned off and silenced when not in use. The use of cell phones during class time is prohibited unless the classroom teacher allows the use of cell phones for a specific educational purpose. Cell phones are not to be used in the classroom without teacher approval.

The Board may grant an exception to this policy for medical or emergency reasons. This exception requires a written report from the student's medical provider explaining the need for the exception.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell/smart phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices. Cell phones should be turned off or silenced during all practices, games and contests. They may be checked during breaks.

The school district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Consequences for Violating this Policy

First Offense: Verbal warning; A disciplinary referral will be written if there is violation of another district policy.

Second Offense: The electronic communication device will be confiscated and a disciplinary referral will be written. The student must pick up the device from the principal or superintendent's office.

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 or superintendent's office. At the principal's discretion, the student may receive detention or in-school suspension.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The student's parent/guardian must pick up the cell/smart phone from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed ten (10) days.

Adopted: August 1, 2002
Revised: March 21, 2008
Revised: April 20, 2011
Revised: May 6, 2015
Revised: May 20, 2020
Revised: October 20, 2021
Revised: March 8, 2023

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 - 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.

Provisions for the use of physical restraint, medical restraint, and/or mechanical restraint are established in Board Policy JKAA.

Legal References

RSA 627:6, II, Physical Force by Persons with Special Responsibilities

Adopted: November 4, 1976

Revised: August 1, 2002

Revised: June 1, 2011

Revised: March 4, 2015

RAYMOND SCHOOL DISTRICT POLICY – JLCJ

Concussions and Head Injuries

The Raymond School District is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Board is aware that head injuries, including concussions, can happen to any student, not just an athlete, and that the risk of catastrophic injuries or death is significant when a concussion or other head injury is not properly evaluated and managed.

Section A of this policy applies to all students of the District who experience or are suspected to have experienced a concussion or other traumatic brain injury, whether in school or out, while Section B pertains to student-athletes, and other students participating in school sports or other district athletic activities.

A. Provisions relating to all Students Who have Experienced a Concussion or Traumatic Brain Injury.

1. **Definitions:** For purposes of this policy, the terms below will have the ascribed meanings.

"Head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

"Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment (physician, advanced registered nurse practitioner, licensed physician's assistant, or dentist).

"Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 through 12.

"Sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including, without limitation, all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

2. **Duty to Report.** All District employees shall report any accident or incident which involves a student head injury. The report should be filed in the same manner provided under Board policy EBBB as for that of any accident requiring first aid. Additionally, Teachers should report to the school nurse (or administrator in charge if the nurse is unavailable) if the student appears to have any difficulty with academic tasks that the teacher believes may be related to concussion. The school nurse will notify the student's parents of guardians and treating health care provider.
3. **Return to Learning Protocols.** After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or his/her designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning reentry plan. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:
 - Step-by-step instructions and details for students, parents/guardians and school personnel;
 - Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;
 - Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;

- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
- Any provisions relative to “return-to-play” for student-athletes;
- A plan for communication and coordination among school personnel and with the parents/caregivers and the student’s medical provider.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

4. Concussion Awareness and Education. To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

B. Provisions relating to Students Participating in Sports and Athletic Programs.

Consistent with the National Federation of High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

1. Compliance with NHIAA Procedures and Protocols. All coaches, officials or licensed athletic trainers will comply with NHIAA recommended procedures for the management of head injuries and concussions.
2. Immediate Removal from Play and other NHIAA Protocols. Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice (including tryouts or training) or during a competition shall immediately remove the student-athlete from all physical activity.
3. “Return to Play”. A student-athlete who has been removed from play shall not return to play on the same day, nor until (a) a Return to Learning Plan has been established consistent with paragraph A.3 of this policy, (b) he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider stating the student-athlete is symptom free and may return to play, and (c) the student-athlete’s parent/guardian provides written permission for the student-athlete to return to play.

The District shall limit a student-athlete's participation as determined by the student's treating health care provider, unless, based upon the judgment of the coach or licensed athletic trainer, greater limitations are appropriate.

If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the coach must immediately remove the student-athlete from play. Depending on previous instructions, the athlete may need to be re-evaluated by the health-care provider, or may have to return to the previous step of the return-to-activity program.

4. Parent Information Sheet. On a yearly basis, the Athletic Director shall assure that a concussion and head injury information sheet is distributed to each student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice (including try-out) or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.
5. Coach Training. All coaches, including volunteer coaches, will complete training in head injury and concussion management as recommended and/or provided by NHIAA, New Hampshire Department of

Education and/or other pertinent organizations. The Athletic Director is responsible for assuring compliance with this provision.

6. Annual Review of NHIAA Concussion Protocols by Athletic Director. No less than annually, the Athletic Director or his/her designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA [and the District's on-call physician]. The Athletic Director shall take steps to implement the then current procedures and protocols as soon as possible.

Additional Resources:

https://www.nfhs.org/media/1018446/suggested_guidelines_management_concussion_april_2017.pdf

Legal References:

RSA 200:49, Head Injury Policies for Student Sports
RSA 200:50, Removal of Student-Athlete
RSA 205:51, School Districts; Limitation of Liability
RSA 200:52, Definitions
RSA 200:63, Head Injuries; Return to Learning and Plan

Adopted: March 21, 2012
Revised: August 21, 2013
Revised: February 16, 2022

126-K:7 Use of Tobacco Products, Devices, E-cigarettes, or E-liquids on Public Educational Facility Grounds Prohibited.

- I. No person shall use any tobacco product, device, e-cigarette, or e-liquid 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.

Safe School Zones Act RSA 193-D

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) Any of the offenses enumerated in RSA 189:13-a, V.
 - (b)(1) Any first or second degree assault under RSA 631.
 - (2) Any simple assault under RSA 631:2-a.
 - (c) Criminal mischief under RSA 634:2.
 - (d) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
 - (e) Arson under RSA 634:1.
 - (f) Burglary under RSA 635.
 - (g) Robbery under RSA 636.
 - (h) Theft under RSA 637.
 - (i) Illegal sale or possession of a controlled drug under RSA 318-B.
 - (j) 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. 2018, 254:1, eff. Aug. 11, 2018.

Section 193-D:2

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.

(e) Reporting acts of violence against school employees, volunteers, and visitors.

(f) A complaint procedure for those asserting that a provision of this chapter has been violated, and possible sanctions and penalties for such violation.

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. 2020, 38:13, eff. Sept. 27, 2020.

Section 193-D:3

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.

Section 193-D:4

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 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).

(d) All assaults committed against school employees, volunteers, and visitors, shall be reported to the department of education for data collection and examination.

(e) All public schools shall provide an annual incident report to their local school boards. The report shall include all incidents of violence involving students, employees, volunteers, or visitors.

(f) When an act of violence is observed by a group of people, one member of the group may report the act and identify the additional observers, provided a second observer also signs the report.

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. 2020, 38:14, eff. Sept. 27, 2020.

Section 193-D:5

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.

Section 193-D:6

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.

Section 193-D:7

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.

Section 193-D:8

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.

Section 193-D:9

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.

Source. 2010, 155:5, eff. July 1, 2010.

Suspension and Expulsion of Pupils RSA 193:13

I. (a) A superintendent or chartered public school director, or a representative designated in writing by the superintendent or chartered public school director, may suspend pupils from school for a period not to exceed 10 consecutive school days for:

- (1) Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- (2) Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions under paragraph X.

(b) The school board or chartered public school board of trustees, or a representative designated in writing may, following a hearing, extend the suspension of a pupil up to 10 additional consecutive school days for an act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D; bullying pursuant to school district policy when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or possession of a firearm, BB gun, or paintball gun. The school board's or board of trustee'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 or chartered public school 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 or board of trustees is appealable to the school board or board of trustees, provided that the superintendent, school board, or board of trustees received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board or board of trustees 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 or board of trustees stays the suspension while the appeal is pending.

II. Any pupil may be expelled from school by the local school board or board of trustees for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- (a) A repeated act under subparagraph I(b);
- (b) Any act of physical or sexual assault that would be a felony if committed by an adult;
- (c) Any act of violence pursuant to RSA 651:5, XIII; or
- (d) Criminal threatening pursuant to RSA 631:4, II(a).

III. A pupil who has been expelled shall not attend school until reinstated by the local board or chartered public school board of trustees.

III-a. Before expelling a pupil under this section the local school board or chartered public school board of trustees shall consider each of the following factors:

- (a) The pupil's age.

- (b) The pupil's disciplinary history.
 - (c) Whether the pupil is a student with a disability.
 - (d) The seriousness of the violation or behavior committed by the pupil.
 - (e) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
 - (f) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- III-b. Any expulsion shall be subject to review by the pupil's school board of attendance or the board of trustees of the chartered public school's board that issued the expulsion 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 or board of trustees to the state board of education at any time while the expulsion remains in effect. All appeals of final action by the state board of education shall be in accordance with RSA 541.

III-c. Any expulsion shall be valid throughout the school districts of the state. However, upon application by the pupil, any school district or chartered public school may choose to admit an expelled pupil at the school district or chartered public school's sole discretion. The decision by a chartered public school or superintendent to accept a pupil under this paragraph shall not be binding upon any other school district or chartered public school until the pupil is reinstated by the pupil's local school board or chartered public school board of trustees.

IV. 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. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

V. School districts and chartered public schools shall make educational assignments available to the suspended pupil during periods of suspension. Except as provided in paragraphs II and IV, a school district or chartered public school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable a pupil to advance from grade to grade. Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors. No pupil shall be penalized academically solely by virtue of missing class due to suspension.

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. If the out-of-state expulsion is for an indefinite period of time, such pupil or the pupil's parent or guardian shall have the right to petition the pupil's local school board for enrollment upon establishing residency. If the pupil is denied enrollment, the pupil's expulsion shall be subject to review pursuant to paragraph III-b.

VII. The local school board or chartered public school shall adopt a policy which allows the superintendent or charter public school director to modify the expulsion and enrollment requirements under paragraphs IV and VI on a case by case basis.

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

IX. Nothing in this section shall prevent the superintendent of the pupil's local school district or chartered public school director from reinstating a suspended or expelled pupil.

X. The provisions of this section shall be construed in a manner consistent with RSA 186-C.

XI. School boards and chartered public schools shall establish policies on school discipline that contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. Such policies shall:

(a) Include a graduated set of age appropriate responses to misconduct that may include, but are not limited to, parent conferences, counseling, peer mediation, instruction in conflict resolution and anger management, parent counseling and training, community service, rearranging class schedules, restriction from extra curricular activities, detention, in-school supports and consequences, out-of-school suspension, and expulsion.

(b) Set forth standards for short term suspensions up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and expulsion. Such standards shall make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

XII. Each school district and chartered public school shall make its policy on school discipline:

(a) Available to parents at the beginning of each school year;

(b) Publicly available on the district, school administrative unit, or chartered public school website and in the student handbook; and

(c) Available to parents via a manner designed to ensure parental notification if the school district, school administrative unit, or chartered public school does not maintain a website and/or student handbook.

Source. RSA 73:4. CS 77:4. GS 83:3. GL 91:3. PS 93:3. 1921, 85, III:10. PL 118:12. RL 137:12. RSA 193:13. 1969, 356:5. 1971, 371:6. 1994, 355:2. 1995, 231:1. 1996, 168:1, 2. 1999, 44:2. 2017, 12:1, eff. June 16, 2017. 2020, 38:1, eff. July 29, 2020 and July 1, 2021.

RSA 318-B:26,V
Controlled Drug Act

V. 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.

RAYMOND SCHOOL DISTRICT



ADMINISTRATION OF OVER THE COUNTER (NON-PRESCRIBED) MEDICATION

Any pupil who needs to take an over the counter medication during the day shall be assisted by the school nurse or another member of the school staff so designated by the school principal. The School District must also have received, and have filed with the student health record, a written authorization (request) from the parent/guardian of the pupil indicating the desire that the school assist the pupil in taking the medication.

Note: An over the counter medication is a medication that can be purchased without a doctor's prescription. Examples of such medications are Zyrtec, Tylenol, or Benadryl.

Parent/Guardian Authorization

I hereby request and give my permission for a designated member of the school staff to assist my child

_____ in taking the over the counter (OTC) medication

(Name of OTC medication)

Please list any and all other prescriptions and/or over the counter medications and/or supplements that your child takes daily:

Please list all medical conditions that your child's doctor has diagnosed him/her with:

Parent/Guardian Authorization

I hereby give my permission to have the school nurse or designated staff member administer the above listed medication and/or the principal or his/her designee assist the student with the taking of his/her medication.

Parent/Guardian Name _____

Parent/Guardian Signature _____

Phone _____ Date _____

RAYMOND SCHOOL DISTRICT



PRESCRIPTION MEDICATION DURING SCHOOL DAY

- (a) Any pupil who is required to take during the school day a medication prescribed by a licensed physician, advanced registered nurse practitioner, or licensed physician's assistance, shall be supervised in taking medication by the school nurse, who shall be responsible for administering the medication.
- (b) If the school nurse is not available, the following option shall apply in implementing the above:
The building principal or designee may assist students in taking required medications by making such medications available to the student as needed; and by observing the student as he/she takes or does not take his/her medication.

PHYSICIAN'S STATEMENT	
<hr/>	is taking <hr/>
(student's name)	(medication/dosage/route)
For <hr/>	Please administer at <hr/> for <hr/>
(diagnosis)	(time) (# of days)
Additional Information <hr/>	
Physician Name <hr/>	Physician Signature <hr/>
Address <hr/>	Phone <hr/>
Date <hr/>	

PARENT OR GUARDIAN AUTHORIZATION

I hereby give my permission to have the school nurse administer the above listed medication and/or the principal or his/her designee assist the student with the taking of his/her medication.

Please list all other medications and/or medical conditions:

Parent/Guardian Name

Parent/Guardian Signature

Phone

 Date

RAYMOND SCHOOL DISTRICT



USE OF INHALERS

Physician Portion:

Date: _____

My patient, _____, is being treated by this office for asthma.

He/She has been instructed in the proper use of the _____ inhaler, and should be allowed to carry it with him/her in school for use as directed.

Physician's Signature

Clinic Address: _____
Address City/Town State

Parent Portion:

I give my daughter/son, _____, permission to carry his/her _____ inhaler in school to be used as directed by his/her physician.*

Parent/Guardian Print Name

Parent/Guardian Signature

RAYMOND SCHOOL DISTRICT



USE OF EPI-PENS

Physician Portion:

My patient, _____, has a severe, potentially life-threatening allergy to _____. He/She has been instructed in the proper use of the epi-pen and should be allowed to possess and self-administer in school for use in emergency situations.

Physician's Name (printed) _____

Physician's Signature _____

Clinic Address _____
Address City/Town State

Phone _____

Parent Portion:

I agree with my child's physician and give my son/daughter, _____, permission to carry his/her epi-pen in school, to be used as directed by his/her physician.

Parent/Guardian (print)

Parent/Guardian (signature)

Date

*I understand that, in accordance with the State of NH. Law Section 200.44 - 200:44 Availability of Epinephrine Auto-Injector: The school nurse or, if a school nurse is not assigned to the school building, the school principal shall maintain for a pupil's use at least one epinephrine auto-injector, provided by the pupil, in the nurse's office or in a similarly accessible location.

RAYMOND SCHOOL DISTRICT SAU 33
INCIDENT COMPLAINT AND REPORTING FORM*
(FOR HARASSMENT OR BULLYING)

1. Name of Person Reporting Incident(s): _____

2. Check whether you are the: Victim/target of behavior Reporter (not victim or target)
(or his/her parent/guardian)

3. Check whether you are a: Student Staff member (specify) _____
 Parent/Guardian Other (specify) _____

3A. Provide Tel. No.; E-mail address: _____

4. If student, state school name: _____ Grade: _____

5. If staff member, state school name or work site: _____

6. Information about the Incident:

Check whether:

A. Name of victim/target of behavior: _____ Student Employee Other
Others: _____ Student Employee Other

B. Name of Subject (person who engaged in behavior): _____ Student Employee Other
Others: _____ Student Employee Other

C. Date and time of incident: _____

D. Location: class hall cafeteria other area inside school school grounds bus other

E. Nature of incident (check all that apply): physical verbal gesture electronic written
 personal property school property other

F. Are you aware of similar or related incidents? Yes No

7. Witnesses (who saw incident or has information about how or why incident occurred) (Use additional paper, as needed)

Name: _____ Student Employee Other _____

Name: _____ Student Employee Other _____

Name: _____ Student Employee Other _____

8. Describe the details of the incident, in the order it happened, and specifying where it occurred. Identify what each person involved did and said, stating actual words used. Use additional paper as needed.

9. Give any background information that may help explain how or why incident occurred.

10. Signature of Complainant or Reporter: _____ Date: _____

11. Form Provided to: _____ Position: _____ Date: _____

BULLYING/HARASSMENT INVESTIGATION DETERMINATION APPEAL

As per Raymond School District Policy JICK
Student Safety and Violence Prevention - Bullying and Cyberbullying
Section XV, Appeal

Please complete this form and submit to the Superintendent's Office.

Student Name: _____

Incident Date: _____ Student Grade: _____

Parent/Guardian Name(s): _____

Parent/Guardian Contact Information:

Address _____

Phone (H) _____ Phone (C) _____

Email _____

**The outcome of any bullying/harassment appeal will not add or reduce discipline, in accordance with Ed 317 (Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process).*

Please state the reason(s) why you are aggrieved.

(How/why is the decision incorrect and/or how does it adversely impact your child?)

What is the nature of relief you seek?

(What do you want the District to do to address the situation?)

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

ACCEPTABLE INTERNET USE PROCEDURES STUDENTS AND STAFF - FORM

STUDENTS:

Printed Name of Student: _____

School of Attendance: RHS IHGMS LRES Preschool

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in this document.

Signature of Student: _____

Signature of Parent/Guardian: _____

Date: _____

STAFF:

Printed Name of Staff Member: _____

School of Employment: RHS IHGMS LRES Preschool District

Position of Employment: _____

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in this document.

Signature of Staff Member: _____

Date: _____

Adopted: December 7, 2022

**RAYMOND SCHOOL DISTRICT
BUS STOP CHANGE REQUEST**

Parent Name: _____

Street Address: _____

Telephone Number: _____ Child's Name: _____

Child's Grade: _____ Bus Number: _____

Current Bus Stop: _____ Requested Bus Stop: _____

Walking Distance to Current Stop: _____ Walking Distance to Requested Stop: _____

Reason/s for Request: _____

Parent/Guardian Signature: _____ Date: _____

FOR OFFICE USE ONLY:

Date of Review: _____

Road Width: _____ Shoulder Width: _____

Sight Distance from Requested Stop: North _____ Ft. South _____ Ft.
East _____ Ft. West _____ Ft.

Sight Distance from Current Stop: _____

Walking Distance to Current Stop: _____

Walking Distance to Requested Stop: _____

ALL DISTANCES APPROXIMATE

Additional Information: _____

Accepted by Transportation Committee 1/7/98

Effective July 5, 1992

- RSA 189:6 “The local school district shall furnish transportation to all pupils in grades 1 through 8 who live more than two miles from the school to which they are assigned. The local school board may furnish transportation to kindergarten pupils, pupils in grades above the eighth or to any pupils residing less than two miles from the school to which they are assigned, when it finds that there is appropriate, and shall furnish it when so directed by the commissioner of education.”
- RSA 189:8 “Pupils entitled to transportation in accordance with RSA 189:6 may be required to walk a distance not to exceed one mile to a school bus stop established by the local school board. Pupils residing in areas which are inaccessible by a local district’s established mode of transportation may be required to walk a distance not to exceed 1-1/2 miles to a school bus stop, provided that the vehicle, route and schedule have been approved by the commissioner of education. School districts shall assure that pupils, shall not be subject to unsafe conditions while walking the required distance to a school bus stop and that the school bus stop is established in a safe location.”

RAYMOND SCHOOL DISTRICT



CHANGE OF DISMISSAL FORM

If you have a change from the normal plan in dismissal, please complete this form and send it with your child to the teacher/main office on the morning of the day the change will occur.

Student Name: _____

Grade: _____ Homeroom Teacher (Grades PreK-8): _____

Date of Change: _____ (This change is temporary for this date only.)

_____ **EARLY DISMISSAL**

Dismissal Time: _____

Reason for Early Dismissal: _____

Student will be picked up by:

_____ Parent/Guardian

_____ Other: _____

Must be an authorized pick-up contact.

_____ Student will drive himself/herself (RHS only)

_____ **BUS CHANGE**

Today, my student will ride on the _____ bus with

Name of student going home with

Address of student going home with

Parent/Guardian (Print Name): _____

Signature (Required): _____

I can be reached at: _____