

Raymond High School

2017 - 2018

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Staff Handbook

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RAYMOND SCHOOL DISTRICT'S 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.

RAYMOND HIGH SCHOOL'S MISSION STATEMENT

The Raymond High School community recognizes, supports, and celebrates each individual's unique needs , learning styles , and achievements . We believe in providing a safe, rigorous, and relevant learning environment . Our expectation is that each student demonstrates courage, critical thinking ,collaboration , and effective communication as they develop into engaged and responsible citizens.

We Are Forever Green

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." - Dr. Haim Ginott

STAFF HANDBOOK DISCLAIMERS

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

It is understood that future changes to policies, rules or procedures will supersede or eliminate those found in this Staff Handbook and employees will be notified of such changes

through normal communication channels. This Staff Handbook supersedes and replaces any and all prior Staff Handbooks.

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

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

ADMINISTRATIVE RESPONSIBILITIES

Principal

Overall Building/Program Responsibility
High School Curriculum Articulation
Supervision and Evaluation of Faculty/Staff
High School Staff Development
School Board/SAU Communications
High School Transition
Oversight of all Discipline Grades 9-12
Strategic Planning
Secretarial Staff Supervision
Supervisory Duties

Assistant Principal

High School Discipline
Supervision and Evaluation of Faculty/Staff
Secretarial Staff Supervision Supervisory Duties

Director of Athletics

High School Athletics Supervision and Evaluation of Coaches

Department Heads
Facilitate Department Meetings
Department Budget Development

TEACHER AS A PROFESSIONAL EDUCATOR

The term "professional" implies that the educator devote a major portion of his or her time earning and carrying out the responsibilities indicative of the profession. It is expected that teachers will be knowledgeable and well prepared. It is also expected that the professional educator will serve as a role model for students by conduct that fosters a positive image. It is for these reasons that teachers in the high school are expected to dress in an appropriate manner (No jeans, T-shirts, sweat pants, etc.). If we are to influence our students in a positive manner, it is critical that we present ourselves as professionals in every sense of the word.

Teachers **must** attend to all details of the job: arrival to work on time, **all** assigned duties, meet all paperwork deadlines (progress, IEP/Tracking and grade reports), etc. Our students watch us closely so it is imperative that we ~~do not let them down model~~ **model behavior of maturity and professionalism.**

ADVISORY - RAP

The advisor is an adult advocate with the opportunity to know and support individual students in a way that often does not and cannot occur during instructional time. The advisory is a small, often close-knit grade-level group in which each student has automatic membership. Belonging to groups and having a comfortable place to “decompress” are developmentally important for early adolescents.

All high school students meet with their faculty advisor and fellow advisees during Advisory. Throughout the year, students explore topics as varied as developing personal goals, celebrating accomplishments within and outside of school, and examining the factors that enhance and interfere with their learning.

The advisory group is intended to offer students a safe, supportive forum for dealing with issues of significance to them. Advisors provide advisees with an attentive ear, caring support, and sound advice throughout the year.

We are not instituting an advisory system for the sake of having one. This program will have to provide a value added to school. How will we know that this system is having an impact on culture and climate? We will be comparing last year’s data with this year’s. If this program is a success we might expect to see a decrease in office referrals (detentions, ISS, and OSS), tardiness and absenteeism may decrease, students’ grades might improve, and finally, assessment

scores might increase. We will be comparing and analyzing this data during the second half of the school year.

ANNOUNCEMENTS

Please make sure your class is quiet so all can hear what is being said. Announcements are an important part of the school day, and while some will naturally be more important than others, all of them deserve the courtesy and respect of being heard.

Morning announcements (daily bulletin) will be uploaded daily to all teachers and staff via PowerSchool and read over the intercom. Teachers should give any announcements to the office by 3:00PM the day before they would like their announcement posted and read. Items for announcement any later than this may not be announced until the afternoon or following morning.

ARRIVAL & DEPARTURE OF TEACHERS

Teachers must arrive at school by 7:20AM and may leave at 2:50PM with the exception being for staff meetings or other extended duties. Unless there is an emergency, no member of the faculty should leave the building. If you must leave the school during the school day, you ~~are to secure permission from the administration~~ **must sign out/in in the main office.**

ASSEMBLIES

Assemblies will be held periodically throughout the year. Please have your students show proper etiquette at all assemblies. Teachers are required to attend all assemblies and sit with their class. Teachers without a ~~homeroom~~ **RAP** should space themselves throughout the gym with the students. When an assembly is held the office will call classes to the ~~gym, etc.~~ **event.**

ATTENDANCE PROCEDURES

Initial attendance is performed via PowerSchool Attendance and is electronically transmitted to the main office. Each period's attendance is performed via PowerSchool. Tardy students should be reported each period via PowerSchool. In the event that you are out of school and a substitute is in your class please convey the following: the office will provide a manual attendance sheet for each period. If a student is absent, the substitute simply writes his/her name and which period they are absent from. A student should bring this manual attendance sheet to the main office. If a student arrives late to class please be sure to write tardy on the on the manual attendance sheet as well.

Student Absence:

- 1) A student must report to the office to pick up an admission slip following an absence.
- 2) Teachers should provide an opportunity for students to get makeup assignments by allowing the student to copy down the assignment.
- 3) Work should be made up as soon as possible. A good general rule is to give the student the same time as the absence. Although makeup is the student's responsibility, she/he should be reminded of the due date. Teachers should make it clear to parents that it is the student's responsibility to set up times and days with the teacher.

- 4) If there is insufficient time at the close of a marking period, the student should be given an "incomplete". ALL incompletes should be made up prior to the END OF THE SECOND WEEK of the new marking period. Additional time should be given only in EXTREME cases that are approved by the administration.
- 5) If a student intentionally chooses not to do makeup work, the teacher should contact the parent/guardian ~~and notify the administration.~~

Attendance/Tardiness:

Take attendance before you begin class via PowerSchool Attendance. If a student is absent from class and is not listed on the daily attendance sheet as absent, 1) Record the student's absence on a referral form and turn this in at the main office. 2) Record all student attendance daily in PowerSchool Attendance. Make every effort to be accurate because student grades are dependent upon your records of attendance.

Students normally should not be allowed to enter a classroom late without a pass from the ~~previous~~ **sending** staff member. However, if a student arrives late to your classroom and does not have a pass from the previous teacher you must allow her/him into your room. The teacher will then assign a detention for this tardy student. The office does not issue passes unless the student has been called there for a specific purpose.

Dismissal of Students:

Students may be dismissed for legitimate reasons only. No student will be dismissed from school without a written verification from a parent or guardian approved by the school. Raymond High School reserves the right to verify any dismissal note and to approve and/or restrict the reasons for which students may be dismissed from school. Students may not write their own dismissal notes. Dismissals count toward the minimum attendance policy restrictions unless they fall in the exempt category or take place during the midterm or final exam weeks.

- 1) The student must present a dismissal note written by a parent or guardian before their first class of the day, indicating his/her full name, the date, the reason for the dismissal and the time of their dismissal. The attendance office will then issue a dismissal slip authorizing the dismissal time and date.
- 2) Dismissal notes will be processed until 10 a.m. unless a student arrives late due to a late bus arrival or with a note from a parent or guardian.
- 3) A student who has been dismissed must sign-out in the front office, and they may not return to the building until the end of the school day, unless specified in the dismissal note, e.g., dismissal for a dentist appointment but returning to school, or permitted by a building principal. If a student returns, he/she must sign-in in the front office. Failure to comply with this rule may result in disciplinary action.
- 4) In cases of emergencies or unusual circumstances, the school nurse will notify an administrator and parent or guardian that a student is to be sent home or to a medical facility. A note must be sent in by the parent/guardian the following day.
- 5) If a student does not follow the proper procedures, he/she will be considered to have an unexcused absence and appropriate disciplinary action will be taken.
- 6) Email, fax, and phone dismissals at the high school will not be allowed.

BUDGET

- All purchases must go through the school office and be accompanied by a written request. Forms are available in the office.
- Budgets for the following year are due in September. Forms and instructions will be distributed at that time. All requests for academic items need to ~~have the standard(s) that will be met by using in the classroom~~ **include an academic justification..**
- After forms have been returned, the principal will meet with each ~~other~~ **teacher** and then approve or reject the requisition.
- **No staff member** will commit by telephone or written order to any purchase without approval of the principal.

BUILDING SUCCESS WITH STUDENTS

As educators we know that every student has the ability to learn and the potential to be a successful student. According to research, all students individual needs vary according to each student just as adults need different strategies throughout their lives to cope. It is our responsibility as educators to reach each child. Accountability at national and state levels has never been higher. If we can extend opportunity for achievement to each student we will meet those accountability standards.

As you begin the school year make sure you communicate with the students and parents your grading policies, after school help sessions, and steps on how to be successful in your classroom.

Our expectations are to develop positive study habits, make sure students become more involved in their education, and to have students learn that doing the work right the first time is rewarding.

If a student begins to fall behind make sure you meet with him/her to set up a plan for success. If problems continue to exist, ~~make sure you~~ **you are expected to** communicate with his/her parents and set up after school help.

Remember that we want to build success for all of our students and quality teaching is about developing a strong, trusting relationship with each of your students.

CALLING OUT

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

CIVILITY

Civility and mutual respect are at the foundation of our core beliefs. Our expectation is that parents, community members, administrators and professional staff will conduct themselves accordingly. The following guidelines must be followed.

~~Members of the Raymond High School will treat parents and other members of the public with respect and expect the same in return.~~ The district must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this practice promotes mutual respect, civility and orderly conduct among district employees, parents and the public. This is not intended to deprive any person of his or her right to freedom of expression. Rather it is designed to maintain, to the extent possible, a safe harassment-free workplace for our students and staff. In the interests of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile or aggressive actions. The district seeks the public's cooperation with this endeavor.

1. Disruptive Individuals Must Leave School Grounds. Any individual(s) who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and /or offensive language that could provoke a violent reaction, or who has otherwise established a pattern of unauthorized entry on school property will be directed to leave school or school district property promptly by the school's administration.

2. Directions to Staff in Dealing with Abusive Individual. If any member of the public uses obscenities or speaks in a demanding, loud, insulting or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the district employee will verbally notify the abusing individual that the meeting, conference or telephone conversation is terminated; and if the meeting or conference is on district premises, the employee shall direct the individual to leave promptly. If the individual continues to be abusive, the employee has the right to inform the individual that the police will be notified to deal with the problem immediately.

3. Report Incident. When a staff member determines that a member of the public is in the process of violating the provisions of this practice, the staff member will then immediately notify his or her supervisor and provide a written report of the incident.

CLASSROOM GUIDELINES AND SUGGESTIONS

Teaching is student engagement. Any person can learn anything that can be put in the simple language of the student. What your students learn is in direct proportion to the amount of interaction with the teacher and the number of hands-on activities, **not the number and quality of hands-on, personalized activities.** ~~worksheets. Little learning takes place when the teacher sits behind his/her desk. The quote goes, "Teach on your feet and plan on your can."~~

Avoid re-teaching by making sure learning occurs while you are teaching. Independent work should be monitored. Work from bell-to-bell. DEMAND EXCELLENCE!

Make wise use of time. We only have students for 180 days a year and we have so much in the curriculum to cover. Utilize as much of the day as possible for instructional purpose. Even five minutes a day unscheduled totals 835 minutes or almost 14 hours. Have beneficial activities for those children who complete work quickly. Paraeducators should be used to work with students needing remediation. Teachers should have activities planned daily for the paraprofessionals.

Remember that we as educators only have **5 Tools of Teaching** that we have with us all the time: **Voice, Tone, Words, Body Language, and Facial Expressions**. We have the power to build up a student or tear him/her down, to honor or humiliate, to liberate or stifle.

Listed here are a number of specific guidelines that should be of assistance to the teacher in establishing a classroom atmosphere that is conducive to effective teaching and learning. Teachers are expected to utilize these guidelines in dealing with students.

Positive Behavior

- Post expected classroom behavior. Give a copy to each student. Insist that students conform to these standards and expectations. Be firm and consistent in your dealings with students during the period when habits are being formed for the school year.
- Indicate to the misbehaving student that although you dislike the infraction, you do not dislike him/her.
- Put classroom suggestions on a positive rather than a negative basis.
- Encourage your students to respect other students and adults; insist that students treat you with respect at all times.
- Identify as quickly as possible the students whose behavior might give rise to a classroom control problem. Learn how to use group leaders in solving such problems and use social pressure to encourage misbehaving students to conform to group standards.
- Always be fair and consistent in your dealings with the entire class as well as with individual students.
- Be appropriately friendly with students, especially with those who have adjustment problems.
- When students have problems with which you are not qualified to cope, refer them to the guidance counselor.
- Create an atmosphere of general pleasantness and scholarship in which students will not want to disturb others. Smile frequently, particularly when it is necessary to establish an atmosphere of general warmth.
- Develop a sincere sense of humor without being sarcastic, that has student appeal, but make it serve the cause of instruction.
- Make a practice of carefully reviewing and appraising your classroom control problems at the end of the school day. Incorporate into your planning appropriate action for the next day.
- Free yourself of personal idiosyncrasies and annoying mannerisms.

- Take a keen interest in student activities and in current events, relating them to your classwork where possible.
- Plan interesting, informative, and varied activities for your students, but be sure these procedures are psychologically sound. Know when and where not to involve students in planning, but if student ideas are sound, use them.
- Know each student's name, his friends, and his interests; then consider the effect of differences in age, maturity, interests, and his intelligence upon classroom control. Furthermore, recognize the effect that adverse home environment may have upon an individual's classroom behavior.
- Use seating as a way to help maintain order by separating students who would create a disturbance if they were seated together.
- Establish and maintain well-understood, definite procedures for distributing and collecting papers and materials.
- Be sure that each student feels that he is important and that he has accomplished something worthwhile. Moreover, help him feel that he is accepted by the teacher as well as other students.
- Try to make each student aware that it is possible for him to improve and that it is important for him to do so.
- Indicate that you have confidence in what students can and will do.
- Be sure that classwork is not too difficult or too easy for individual students.
- Talk privately with students about infractions. Once remedial disciplinary action is started, follow through with it, but keep the nature of any such action confidential.
- Under certain circumstances, conferences with a guidance counselor, teaching colleagues and administrators may prove to be helpful.
- In cases of marked misbehavior, it is usually helpful to call the parents who may prove to be the most helpful and efficient way to improve student behavior. Teacher-parent conferences may be most informative and rewarding in attacking specific discipline related problems.
- Students tend to change their behavior voluntarily when they see it is in their interest to do so. Provide opportunities for students to see that this is true.
- During teacher presentations, learn to make eye contact with students, particularly with those tending toward misbehavior. When the attention of particular students begins to waver, try to get them actively involved in the class.
- When misbehavior begins to assume large proportions, it may be wise to isolate the offender from the group until the situation has been resolved. This "Time Out" may be all that is needed.
- Allow a student time for "thinking" before discussing his misbehavior with him.
- When property is damaged or destroyed, restitution is essential. This may be sufficient punishment in many cases. Please make note of damage to property and report this to the administration as soon as possible.

Negative Behaviors—The following behaviors must be avoided:

- Teaching from behind your desk.
- Raising your voice or shouting at students as a means of maintaining order.

- ~~Resorting to force or threats.~~
- ~~Displaying your emotions in the presence of the class.~~
- ~~Allowing small infractions to grow to a point where they become generally disruptive.~~
- ~~Expecting more of students than their capacities, interests, and motivation will permit.~~
- ~~Conveying the idea that you are functioning only as a policeman to keep everybody in line.~~
- ~~Sending students to the office for minor infractions.~~
- ~~Allowing students to move around the room, unless it serves the purpose of teaching and learning.~~
- ~~Discussing personal matters of great concern to students in the presence of other students.~~
- ~~Placing yourself in the position of arguing with the class or individuals within the class.~~
- ~~Hesitating to change the seats of students if this will serve as a useful purpose.~~
- ~~Willfully antagonizing students.~~
- ~~Teaching in an autocratic, dictatorial fashion.~~
- ~~Using a laissez-faire approach to classroom control.~~
- ~~Being tactless with students.~~
- ~~Wasting time unnecessarily.~~
- ~~Holding a grudge against a student.~~
- ~~Allowing yourself to be fooled by the surface appearance of a discipline problem.~~
- ~~Using “punishment assignments” or “busy work” as a means to discourage unacceptable behavior.~~
- ~~Using sarcasm with students or belittling a student in front of his peers.~~
- ~~Punishing the innocent with the guilty using mass punishment as a disciplinary technique.~~

Teachers are also responsible for the condition and management of their rooms. The following is a list of suggestions for organizing space and enhancing classroom climate:

- ~~Keep traffic lanes clear especially the fire exits~~
- ~~Plan seating and furniture arrangements with instructional goals and activities in mind~~
- ~~Plan room's overall appearance to be attractive and inviting~~
- ~~Decorate classroom with attractive and informative bulletin boards~~
- ~~Personalize classroom with plants, posters, maps, personal artifacts...~~
- ~~Teachers are not to have any appliances (i.e. refrigerators, coffee pots) in their classrooms. No rugs or carpets should be brought into your classroom.~~
- ~~Classrooms are not to have any shades or drapes~~
- ~~Be sure student work areas are visible to the teacher. No students should be working in the hallways. If you place a student in the hall for a timeout, make sure you don't leave him/her there for a long period of time before processing the problem~~
- ~~Provide opportunities for youngsters to move around and work in different areas of the classroom and cooperative work groups. A point to remember, a lecture should only last as long as a student's age (i.e. a student is 14 years old and can only stay focused for 14 minutes). In addition, active note taking should be taught to every student. Plus a student will only remember 10% of what they hear, but will learn 90% by doing.~~
- ~~There are to be no physical changes to the room (i.e. painting on the walls) unless first being approved by the principal.~~

- ~~Please secure the room by closing the windows, turning off the computer (s), and lights, and lock your door before leaving the building at the end of the day.~~

COMMITTEES

As a school there will be times that each staff member will be asked to serve on a committee to help improve a specific area(s) of this school district. As a small school there will be times that some staff members may be asked to serve on more than one committee due to their expertise (s). It is also important that we tend to share the responsibilities and not have a few staff members participating in most of the committees. The following is a list of some committees:

- Team Leader
- RHS Site Council
- S.I.T. (Student Intervention Team)
- Scheduling
- NEASC

As the year progresses there may be a need to expand and form ad hoc committees.

COMMUNICATION DEVICES

Use of electronic devices both in and out of the classroom should follow the general guidelines of what is allowable in the “RAYMOND SCHOOL DISTRICT ACCEPTABLE USE PROCEDURE.”

The use of electronic devices, including cell phones is privilege. Use of any devices in the hall and café, during lunch and transitions is allowed and must follow AUP rules. Upon entering a classroom all devices should be put away and silenced, and remain away until such time as the classroom teacher gives permission for their use. Use of devices during study hall is allowed but for educational purposes only.

Misuse of any device during class time will be handled by the classroom teacher unless the student refuses to comply with the instruction of the classroom teacher. At that time a referral for insubordination will be sent to the Main Office.

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., **harassment, bullying**, pornography.)

Students participating in extracurricular 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/smart phones are shut off 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: Warning and confiscation of the electronic communication device for the remainder of the school day. A disciplinary referral will be written if there is violation of another district policy.

Second 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.

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.

COMMUNICATION WITH PARENTS/GUARDIANS

Parents have the right to be informed regarding their student's progress. The teacher is in the best position to provide parents with the information they need to help their student be successful. Any contact with parents should be handled in a professional and courteous manner and documented utilizing the Communication Log in Google Sheets. Frequent communication with parents is the best way to strengthen working relationships and secure the support needed to assist students.

Teachers are required to communicate with each student's parent/guardian at progress reports if the student is receiving a grade less than 70. Communication Logs may be reviewed and discussed at any time.

CONFERENCE ROOM (LIBRARY)

This room serves as a meeting place for IEP's, professional development activities, committee meetings, etc. Scheduling of this room should be done through the Google Calendar – Library Conference Room or through the Attendance Secretary/Receptionist.

DAILY SCHEDULE

Students should not be in the building before 7:00 AM or after 2:10 PM unless they are attending an approved school activity under the supervision of a staff member. [The daily schedule is available via Google Drive.](#)

DAILY CLASS SCHEDULE ALTERNATIVE VIEW

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 1	Period 5	Period 1	Period 5
RHS Meeting	Period 2	Period 6	Period 2	Period 6
Period 2	Rap/Lunch	Rap/Lunch	Rap/Lunch	Rap/Lunch
Period 5	Period 3	Period 7	Period 3	Period 7
Period 6	Period 4	Period 8	Period 4	Period 8
Rap/Lunch				
Period 3				
Period 4				
Period 7				
Period 8				

37 minute periods		83 minute periods							
Monday		Tuesday	Wednesday	Thursday	Friday				
7:25-7:30 (5 min)	Warning Bell/Passing	7:25-7:30 (5 min)	Warning Bell/Passing						
7:30-7:45 (15 min)	Morning Meeting	7:30-8:53 (83 min)	Period 1	Period 5	Period 1	Period 5			
7:45-7:49 (4 min)	Passing								
7:49-8:26 (37 min)	Period 1								
8:26-8:30 (4 min)	Passing		Period 2	Period 6	Period 2	Period 6			
8:30-9:07 (37 min)	Period 2								
9:07-9:11 (4 min)	Passing								
9:11-9:48 (37 min)	Period 5	8:53-8:57 (4 min)	Passing						
		8:57-10:20 (83 min)	Period 2	Period 6	Period 2	Period 6			
9:48-9:52 (4 min)	Passing								
9:52-10:29 (37 min)	Period 6								
10:29-10:31 (2 min)	Passing	10:20-10:22 (2 min)	Passing						
10:31-10:59 (28 min)	Lunch- Fresh & Soph RAP- Jr & Sr	10:22-10:50 (28 min)	Lunch- Fresh & Soph RAP- Jr & Sr	Lunch- Fresh & Soph RAP- Jr & Sr	Lunch- Fresh & Soph RAP- Jr & Sr	Lunch- Fresh & Soph RAP- Jr & Sr			
10:59-11:01 (2 min)	Passing	10:50-10:52 (2 min)	Passing						
11:02-11:29 (28 min)	Lunch- Jr & Sr RAP- Fresh & Soph	10:52-11:20 (28 min)	Lunch- Jr & Sr RAP- Fresh & Soph	Lunch- Jr & Sr RAP- Fresh & Soph	Lunch- Jr & Sr RAP- Fresh & Soph	Lunch- Jr & Sr RAP- Fresh & Soph			
11:29-11:31 (2 min)	Passing	11:20-11:22 (2 min)	Passing						
11:31-12:08 (37 min)	Period 3	11:22-12:45 (83 min)	Period 3	Period 7	Period 3	Period 7			
12:08-12:12 (4 min)	Passing								
12:12-12:49 (37 min)	Period 4								
			Period 4	Period 8	Period 4	Period 8			
12:49-12:53 (4 min)	Passing	12:45-12:49 (4 min)					Passing		
12:53-1:30 (37 min)	Period 7	12:49-2:12 (83 min)							
1:30-1:34 (4 min)	Passing		Period 4				Period 8	Period 4	Period 8
1:34-2:11 (37 min)	Period 8								

DISCIPLINE

A reasonable degree of order is essential if the teaching and learning process is to take place. Sound discipline will be maintained in the school. All teachers will insure that proper student conduct is maintained in the classroom, in the halls, on the school premises, on scheduled field trips, and during school sponsored activities.

A positive approach to discipline must be used, taking into account not only the seriousness of the infraction, but also the dignity and the need for positive motivation of the students.

Helpful Hints in Implementing Classroom Discipline:

- ~~Always establish a consequence.~~
- ~~Have a pre-established list of consequences and select the most appropriate for the situation.~~
- ~~State the rule and the consequence to the students clearly and specifically.~~
- ~~Be private when administering consequences. When the class hears, this only causes elevated excitement.~~
- ~~Use a soft, calm voice. DO NOT PUT YOURSELF ON THE LEVEL OF A LOUD STUDENT.~~
- ~~Be firm, clear and committed. Have a plan and stick to it.~~
- ~~Remember it's not teachers vs. students; we are in this for the same goal to educate our students.~~
- ~~Control anger.~~
- ~~Document—document—document. When teachers use classroom discipline to solve a behavior problem, have a file that you document the student's behavior and the steps you took to correct the behavior problem.~~

~~The administration will report offenses to the appropriate authorities if the offense warrants such notification.~~

~~The school will not discriminate in standards, rules of behavior, or disciplinary measures including suspensions or expulsions on the basis of gender, race, national origin, ancestry, creed, pregnancy, parental status, sexual orientation, or physical, emotional, mental, or learning disability.~~

Detention

Teachers may, at their discretion, assign an after school detention to a student whose behavior warrants such action. A minimum of twenty four hours notification to the student's parent(s)/guardian(s) is required by using a detention slip which is to be signed by the parent/guardian and returned to the teacher who assigned the detention. Teachers are encouraged to call the home of the student to inform the family of the detention and the reason that it was assigned.

Teachers who assign a student an after school detention, whether or not that student is assigned to any of their classes, must be the person who monitors the detention.

Any student who does not report for an assigned detention should be referred to the administration for possible further disciplinary action.

Students will report to a teacher after school when assigned by that teacher to do so. Failure to do this, provided that 24 hours' notice has been given, will result in further discipline. Office detentions are for at least 30 minutes at the end of the school day.

Detention takes priority over any other school activities, including sports, clubs, drivers ed., Etc. An after-school job is not considered a valid reason for missing detention.

DROPPING/ADDING COURSES

- 1) To drop or add a course, a form must be completed by the student, parent/guardian, teacher of the class they are dropping and the teacher of the class they are adding. The guidance counselor must write in their recommendation and an administrator has final approval.
- 2) Drop/Add slips are secured from the guidance office and made out with a guidance counselor before the signature process begins.
- 3) A change in schedule **MUST** be completed during the **first week** of school. Students will attend their currently scheduled classes until the guidance office informs the student that full approval for the course change has been received.

DUTIES

Duty schedules will be published well in advance. It is of the utmost importance that teachers be on duty promptly. The school has a legal responsibility to see to the welfare and supervision of its students. An incident occurring in an unsupervised situation can be viewed as negligence on the part of the teacher assigned to supervise. The teacher must be present from the beginning of the activity through its conclusion.

Related to the above is the requirement for teachers to return to their classrooms promptly after any activity which allows the teacher to be out of the room (e.g., lunch, planning period) so that students do not have a lapse in supervision. **At the beginning of the school day, teachers should be at their classroom before the first students arrive.**

EMAIL

Teachers should check their ~~office~~ **SAU33-email** on a daily basis.

EMPLOYEE RIGHTS & RESPONSIBILITIES

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Adherence, support and enforcement of all School Board policies and administrative regulations.

3. Diligence in submitting required reports promptly at the times specified.
4. Adherence, support and enforcement of all education related statutes and Department of Education regulations.
5. Care and protection of school property.
6. Concern and attention toward their own and the Board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
7. Fulfill other responsibilities as may, from time to time, be implemented or established by the School Board or administration.

All School employees shall set examples that are an important part of the educational process. Their manner, dress, courtesy, and attitudes establish models that affect the development of young people. The Board expects its staff members to set exemplary standards, as well as provide exemplary instruction.

ENRICHING STUDENTS

Enriching Students™ is a student scheduling tool that is specifically designed to meet the challenges of scheduling middle and high school students for regular intervention, enrichment, and personalized learning sessions. Students will schedule their Ram Time for the week during RAP and Ram Time on Mondays. All faculty and staff members with advisories are required to schedule their students for the week and take attendance in Enriching Students™ during Ram Time.

FACULTY MEETINGS

Teachers are asked to reserve Tuesday afternoons, until 3:00, for faculty/department meetings. Faculty meetings will take place on the 1st Tuesday of each month.

FAMILY & MEDICAL LEAVE ACT

The Raymond School District will comply with the Family and Medical Leave Act of 1993. Basic rights and responsibilities for both employees and the Raymond School District are set forth in the Department of Labor's fact sheet concerning the Act, a copy of which is attached hereto and which is incorporated herein by reference.

YOUR RIGHTS under the FAMILY & MEDICAL LEAVE ACT OF 1993

REASONS FOR TAKING LEAVE:

Unpaid leave must be granted for any of the following reasons:

- * to care for the employee's child after birth, or placement for adoption or foster care
- * to care for the employee's spouse, son or daughter, or parent, who has a serious health condition, or
- * for a serious health condition that makes the employee unable to perform the employee's job

At the employee's or employer's option, certain kinds of paid leave may be substituted for unpaid leave.

ADVANCE NOTICE AND MEDICAL CERTIFICATION

*the employee ordinarily must provide 30 days advance notice when the leave is "foreseeable"

*an employer may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work.

JOB BENEFITS AND PROTECTION

For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan".

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

UNLAWFUL ACTS BY EMPLOYERS

FMLA makes it unlawful for any employer to:

*interfere with, restrain, or deny the exercise of any right provided under FMLA

*discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA

ENFORCEMENT

The U.S. Dept. of Labor is authorized to investigate and resolve complaints of violations. An eligible employee may bring a civil action against an employer for violations. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FOR ADDITIONAL INFORMATION:

Contact the nearest office of the Wage and Hour Division, listed in most telephone directories under U.S. Government Department of Labor

FIELD TRIPS & EXCURSIONS

Field trips may be recommended by the building Principal and authorized by the Superintendent.

The teacher, in requesting permission to take his/her class away from school grounds, should submit the details of such a trip to the Principal. A Warning and Consent Form should be sent to the parents/guardian of each participating child, for parent/guardian signature and return to the school. This is to be done after the field trip has been authorized.

Consent forms of those attending should be filed with the Principal at least three weeks before the trip. No child may leave the school grounds on a field trip unless this form has been signed by the parents.

Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the Principal before the trip will be taken.

Any overnight or out-of-state field trips must have the approval of the School Board upon the recommendation of the Superintendent.

FIELD TRIP PROCEDURES

Field trips must be applied for 3 weeks in advance through the principal's office. Teachers are responsible for sending home forms requesting parental permission. (Use the forms in the main office) The field trip form includes: date, place, time of departure, time of return, individual student needs for trip, means of transportation, and request for parental signature.

Field trips are discouraged after May 15th since there is a danger of interference with the close of school activities.

~~All field trip rationale should be included in the Plan Book with pre and post trip activities.~~ Naturally, a field trip can serve as an initial or culminating aspect to a total educational experience.

- 1) Teacher will submit the field trip form to the building principal for approval;
- 2) Principal, upon approval, will decide upon payment procedure:
 - a. Requirement of a purchase order;
 - b. Participants will pay their own (collecting money from students), no purchase order required. The Principal will give the form to the Assistant Principal.
- 3) The Assistant Principal will call for buses and obtain bus costs (if the teacher has not already done this and put dollar amount on form), enter amounts on form and once all information is entered then send the form to the SAU office.
- 4) The receptionist will arrange for substitutes if necessary.
- 5) SAU will do the necessary steps and the Superintendent will approve and sign the form and will return it to the RHS receptionist.

FIELD TRIPS - BUS REGULATIONS

DRIVER:

- 1) Driver must be on bus before loading of students.
- 2) Driver will not be used as a supervisor for problem students.

- 3) No students shall board the bus at any time unless authorized by the driver.
- 4) The driver may find it necessary to ask teacher/chaperone to address student issues.

BUS:

Load single file.
No standing.
No obstacles in aisles.
Keep bus clean and picked up.
Fighting and foul language will not be tolerated.
No eating or drinking on bus (permission only by driver).
No large objects or animals on bus.
All body parts must be inside of windows.
No throwing of objects in or out of bus.
No smoking.
No dropping riders off other than the destination of trip or at the school.
Talking and noise level at minimum.
No marring or defacing the bus.
All people face the front of the bus with feet on floor.
ONLY small hand held coolers allowed on bus.

FIRE AND EVACUATION DRILLS

Each staff member should have a copy of the Emergency Procedures with them at all times. ~~It is recommended that you keep them with your rank book.~~ It is the staff member's responsibility to be familiar with the procedures to ensure the safety of our students in case of an emergency.

The State Fire Marshall's office requires that schools must maintain two methods to evacuate buildings and classrooms. Teachers will familiarize themselves and students of both procedures. Both procedures should be posted and demonstrate two evacuation routes. Procedure 1 will be used in the morning and Procedure 2 will be used in the afternoon. The teacher should be at the beginning of the line and designate a student to be the last one out of the room to shut the lights and close the door. Exiting the building shall be done in a quiet, orderly manner to a designated area, see FIRE DRILL MAP. ~~Once out of the building and at least 100 feet from the building teachers will take attendance and fill out the FIRE DRILL REPORT.~~ During this procedure please make sure your students are attentive and quiet so they may hear any further instructions. Students and staff will re-enter the building when proper authorization has been given.

FOOD & DRINK IN THE CLASSROOM

Food and drink are allowed in classrooms at the teacher's discretion. Food and drink are strictly prohibited from the computer labs and library.

GOOGLE CALENDARS

Google Calendar is a free time-management web application offered by Google. Google Calendar allows multiple calendars to be created and shown in the same view and is accessible via your school email. Each calendar can be shared, either read-only or with full edit control, and either with specified people or with everyone and this application is the primary means of communicating events and meetings at RHS. You are expected to check the calendar(s) once a week.

GRADING

~~A student's grade will appear on the report card. This grade will represent the student's ability to perform certain skills. The grade for each quarter, as well as exam and semester grades, will be recorded on a student's permanent record card. Minimally, teachers are expected to update class grades every two weeks.~~

~~Criteria such as student effort, cooperation and attitude are very difficult to measure objectively and accurately, and thus should be weighed carefully when determining a student's grade. Provisions have also been made for teachers to comment on effort, cooperation, etc., on the report cards. If the nature of the subject matter involves subjective grading, then teachers will have in writing a clearly specified set of criteria that is used to identify and distinguish between an outstanding performance, a good performance, a fair performance, etc.~~

~~A student's grade will not be lowered as a direct disciplinary action with the exception of plagiarism. Students who are repeatedly disruptive in class or who consistently or repeatedly refuse to do assigned class work may be temporarily or permanently removed from a class by the administration at any point in the year. Students who are permanently removed from a class will not receive credit for the course. Permanent removal will only be used as a last resort. A parent conference will take place if permanent removal is being considered. This conference may take place over the phone, at the discretion of the administration, and will be followed by a summary letter. Permanent removal will only take place if no noticeable change in student behavior or performance occurs following a parent conference.~~

~~If a student misses an exam, quiz, homework, or presentation, etc., as a result of an unexcused absence or class cut, multiple tardies, then the student will be given a failing grade for that missed work. Homework will not comprise more than 10% of a student's quarterly grade.~~

Our reporting practices are guided by the belief that achievement should be used to communicate levels of student performance on specific learning goals. Student achievement and academic success are essential and through the revised grading practices will be more fair, consistent, and fluid across grade levels. Standards based grading provides clearly defined learning targets and specified levels of achievement.

Formative Assessments & Formative Practice, also known as practice and preparation, are assessments for learning. These assignments inform teachers, students and parents of where the

student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assignments that fall into this category include but are not limited to:

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

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

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

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

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

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

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

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

Entering Grades into Teacher Gradebooks:

- Assignments or assessments not completed will be entered into the gradebook as a 0 with the identifier that it is missing prior to grade reporting periods.

RHS Summative Retake Procedure

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

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

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

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

For full year classes any failing grade below 50 would be counted as a 50 in only one of the first three quarters but not in the fourth quarter of a full year course. For example, in a full year course, first failing grade earned within the first three quarters will be recorded as a 50 if the numerical grade is lower than 50. If the failing grade is greater than 50 numerically, you do not reduce the value to 50. Example: F = 62 (stays 62) F = 47 (changes to 50)

It must be noted that a grade of 50 is a one-time-only change and this policy does not apply to semester or quarter courses.

Grading Scale:

A+	97 & above	B+	87-89	C+	77-79	D+	68-69	F	<65
A	93-96	B	83-86	C	73-76	D	66-67		
A-	90-92	B-	80-82	C-	70-72	D-	65-65		

Honor Roll:

Principal's List - Consisting of students who earn a grade of "A" in all courses.

Honors List - Consisting of students who earn grades of ~~A~~, B or better in all their classes.

Weighted Class Rank: Weighted class rank is based on AP, Honors, and Career & College Prep courses.

HOUSEKEEPING

GOOD housekeeping is part of good teaching!! Keep your classroom neat in appearance and pleasant to the eye. NEVER leave money (or allow students to leave money) on desks, in lockers or in the locker room. Leave your room orderly at dismissal and be sure all windows are closed and locked.

IDENTIFICATION BADGES

All staff must wear visible identification badges. ID badges should be put on prior to entering the school and can be removed once the staff member leaves the building.

IEP/504 MEETINGS

- It is the responsibility of the teacher to be familiar with all of his/her students' IEPs/504s. It is also the responsibility of the teacher to notify the guidance counselor (in case of a 504) or the case manager (in case of an IEP) when the student is not making academic progress.
- The Guidance Department will electronically send out all 504s to the classroom teachers prior to the start of school. The guidance counselors will be responsible for maintaining the 504 and setting up an annual meeting to discuss the accommodations.
- The Special Education Department will electronically send out all IEPs to the classroom teachers prior to the beginning of the school year. Case Managers should consult with the teachers on a regular basis to evaluate how the IEP is being implemented and to check on the success of his/her students.
- 504/IEP Meetings should be scheduled at a time when it is convenient as possible for all members of the team: Parents, teachers, counselors, and administration.
- The objective of a 504/IEP meeting is to discuss and potentially improve the student's learning environment. In addition, this meeting is to create a plan as the need arises and not at the end of a marking quarter. A 504/IEP is a tool for a student to reach success in the classroom environment and a fully composed team will be assembled to discuss the right amount of support and services.
- All teacher appraisals for the IEP students need to be done in a timely fashion.
- In order for special education students or students on a 504 to reach success, accommodations need to be followed by all stakeholders, including but not limited to: The student, their teachers, guidance counselors, and administration. If a student is not reaching success, consult with his/her guidance counselor or case manager.

INSTRUCTIONAL APPROACH

It is the policy of the Board that instruction will be aligned with the goals and mission of the School District, and the rules of the NH Department of Education. Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development.

The instructional program will include:

1. Procedures for diagnosing learner needs
2. Methods and strategies for teaching that incorporate learner needs
3. Resource-based learning opportunities
4. Techniques for the evaluation of student outcomes
5. The provision of remedial instruction as needed

All instruction will reflect the acknowledgment of diversity and respect for differences. Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology to engage each student in achieving the necessary skill and knowledge.

Students will be encouraged to participate in year-round learning

ISSUING TEXTBOOKS

- 1) ALL books must be stamped and numbered prior to being issued.
- 2) Record condition of the books on the Textbook Inventory Card.
- 3) Record the number of the book issued in Powerschool.
- 4) Do not issue books that are in poor condition. If more books are needed, check with your department head or building administrator.
- 5) Loss or damage to books by students will result in the student being billed for replacement of the book. Report any losses or damage to the principal.
- 6) Reference materials are not to leave the school.
 - a. ~~Encyclopedias~~
 - b. ~~Dictionaries~~
- 7) The librarian may make an exception to this rule at her/his discretion.
- 8) Students with outstanding bills from previous years may use the library, but may not remove books from the school library. Students with outstanding bills will not be able to participate in graduation exercises.
- 9) All textbooks issued must be covered by students.

KEYS

Keys will be issued for entrance to your classroom and cabinets. If you wish to get in the building during a weekend or a vacation period, make the principal or the assistant principal aware of this and arrangements may be made

LAWSUITS/INSURANCE

We have information regarding our insurance policy for the school district that makes it clear that if we fail to notify our insurance agent of an oral or written notice of a lawsuit against the district, we waive our right to insurance protection under the insurance plan.

Therefore, it is critical that all personnel understand that if they or the district are threatened with a lawsuit, either orally or in writing, that it should be reported to the principal who will forward this to the School Administrative Unit #33 office for transmittal to our insurance agent. Protection carried for employees as well as for the district itself, has the same type of conditional coverage, i.e., the insurance company must be notified as soon as possible.

LOST & FOUND ITEMS

All items should be turned into the main office. If any student must bring in something of great value or for a class project, etc., please be sure prior arrangements have been made for its safekeeping.

MAIL BOXES

Mail boxes in the upstairs teacher's room have been assigned to each staff member. Please **DO NOT send students to remove mail from the boxes.** Teachers are asked to check their mail boxes prior to the start of school and at the close of the afternoon session. Correspondence of a provocative or controversial nature should not be distributed through staff mailboxes unless the person distributing the material identifies her/himself. Please do not put things into other people's

mailboxes that are not appropriate or do not belong to them. Memos/Letters that are distributed to all faculty/staff must be reviewed by an administrator for approval.

MAINTENANCE AND IT REQUESTS

Maintenance and IT Requests should be entered in “School Dude”, www.myschoolbuilding.com.

- Log onto www.myschoolbuilding.com
- If this is your first time logging in, enter account number 568295232. If not, enter in your email address and first and last name.
- At the top of the page, click on either “Maint Request” or “IT” Request”
- Fill in all areas with red checks and submit.
- Maintenance password: password
- IT password: computerhelp

MANDATED REPORTING

Teachers and all school personnel are expected to comply with mandated reporting statutes. The intent of this protocol is to manage the process of mandated reporting in a consistent fashion. This document is intended to provide clear steps for school personnel to follow when they are confronted with information, which indicates that mandated reporting needs to occur.

Background:

New Hampshire law (RSA 169-C: 29) is clear that **any person** having reason to **suspect** that a child has been abused or neglected is required to report that suspicion to the Central Intake Unit of the New Hampshire Division for Children, Youth and Families (DCYF). The staff at the DCYF Central Intake Unit is entirely composed of people who have worked in the field and who can be used as consultants. Once a report is made, the Central Intake Unit will review the report and determine if an assessment by the local DCYF office is needed. If a situation does not rise to the level of assignment for an assessment, the report will be retained at the Central Intake Unit for one year. If a further report is made on this same family within the year, a re-determination will be made as to if DCYF involvement is warranted. The bottom line is, if you are unsure whether or not to make a call, MAKE THE CALL (603.271.6556) and discuss it with a DCYF Intake Worker.

RSA 169-C-3, II, defines an abused child as “...a child who has been:

- Sexually abused;
- Intentionally physically injured;
- Psychologically injured so that said child exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect;
- Physically injured by other than accidental means.”

RSA 169 –C: 3, XIX defines a neglected child as a child:

- “Who has been abandoned by his parents, guardian, or custodian; or
- Who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his physical, mental, or emotional health, when it is established that his health has suffered or is very

likely to suffer serious impairment; and the deprivation is not due primarily to the lack of financial means of the parents, guardian or custodian; or

- Whose parents, guardian or custodian are unable to discharge their responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity...”

There are a number of indicators that should be considered in determining what may constitute abuse or neglect. RHS team members should review these indicators as a guide to help them make decisions about possible mandated reporting obligations:

Indicators of Sexual Abuse:

- Genital pain/itching/odors; diagnosis of a sexually transmitted disease; frequent urinary or yeast infections;
- Torn / Stained / Bloodied underclothing;
- Seductive behavior;
- Abrupt changes in child’s typical behavior and attitudes;
- Sleep disturbances, including nightmares and fear of sleeping alone or in the dark;
- Depression or excessive crying;
- Regression to behavior common at an earlier age such as: thumb sucking, bedwetting, needing a bottle, or soiling pants;
- Nervous or aggressive behavior towards adults;
- Unusual reaction to (or fear of) a specific person;
- Extreme fears of phobias;
- Expressing explicit sexual knowledge beyond the child’s age level;
- Drop in school grades or participation in activities;
- Self-destructive behavior (i.e. substance abuse);
- Running away;
- Sexual “play” behavior;
- Coercive sexual “play” behavior;
- Displaying an unusual interest in the genitals of peers, adults or animals;
- Withdrawal or isolation from friends;
- Difficulty walking or sitting. Stomachaches, headaches

Indicators of Physical Abuse:

- Extensive bruises, especially bruises of different colors indicating various stages of healing (unexplained)
- Burns of all types, but especially cigarette burns and glove-like or immersion bruises;
- Bruises on multiple body parts or in the shape of an object.
- Frequent complaints of soreness or awkward movement as if caused by pain;
- Sleep disturbances: nightmares;
- Dramatic change in appetite;
- Enuresis or encopresis;
- Compulsive and repetitive acts for self-soothing and control;

- Fixation on security item
- Social withdrawal: avoids physical contact with others
- Aggressive acting out;
- Bizarre or self-destructive acts; destructive behavior; cruelty to animals
- Anxiety, flinches when touched; hyper vigilance;
- Phobias;
- Depressed: impaired capacity to enjoy life;

Indicators of Emotional Abuse:

- Constant self-berating or belittling.
- Inability to play as most children do
- Sleep problems
- Antisocial behaviors
- Lags in emotional and intellectual growth.
- Self-destructive feelings or behavior

Indicators of Neglect:

- Back of infant's head lacks hair or appears flattened;
- Untreated rashes;
- Failure to thrive: underweight, developmental lags, regresses upon return to home
- Constant fatigue;
- Unattended physical problems or medical needs;
- Listless, poor responsiveness (does not often smile, cry, laugh, play, relate to others) lacks interest and curiosity
- Consistently dirty;
- Chronic hunger;
- Inadequate dress for weather;
- Left alone or with inadequate caretaker
- Unsafe housing / living arrangements
- Abandoned

Everyone is a mandated reporter of suspected abuse and neglect and is afforded the following protection in the reporting process:

- Anyone in good faith making a report is immune from any liability, civil or criminal. (RSA 169-C: 31.
- The identity of the reporter and the content of the report are considered to be confidential. (Disclosure may occur if DCYF is court ordered to do so)
- You can request to be anonymous.
- You may be asked to follow up your verbal report with a written report (Within 48 hrs).

MEDIA CENTER GUIDELINES

The following guidelines are intended to assure better and more equitable service to both students and teachers.

- 1) ~~Only subject area passes should be used by teachers. Non-subject area passes will not be accepted by the library.~~ Passes will not be issued by a teacher that excuses the student from instructional time.
- 2) Passes should be issued for only one period. Passes should be issued only by the subject teacher for whom a student will be using library materials. Teachers should not issue library passes to a student unless the student will be doing school work specifically for that teacher which requires the use of the library.
- 3) Students should arrive at the library with any notebooks or other materials that they may require.
- 4) They will not be allowed to leave the library to go to lockers or classrooms for other materials.
- 5) Students should present their passes to the media specialist as soon as they enter the library and sign in.
- 6) Materials on reserve shelves are allowed to circulate overnight. They may be signed out during the last class or after school. Returns should be made by 7:20 AM the following morning so materials will be available to other students.
- 7) Students may not bring food and drinks into the Media Center.

Other materials circulate for two weeks and may be renewed for a longer period. No fines will be charged for overdue books. This presumes that all students will return materials promptly so that others may use them. In the event that a book is lost or not returned, at the end of the school year a letter is sent home requesting payment. This record will follow the student throughout his/her years at the high school. Upon completing grade 12 if said book is not returned or paid for the student cannot participate in the graduation ceremony.

OPENING DAY INSTRUCTIONS

During this RAP period teachers are to explain rules of **attendance, absence notes, tardiness, fire drill regulations, returning after school for makeup work, conference or detention, dismissals, and other general regulations** (e.g.. parking registration for students, cell phone policy, dress code etc.).

RAP teachers should admit only those students on her/his class list. She/he should not admit any student whose name does not appear on the class list unless the student has a slip from the office. In that case, the student's name should be added to the list. ~~Students not listed and who do not have an office slip should be sent to the guidance office.~~

Send a list of students absent from RAP to the main office for attendance purposes.

Make a seating plan for each class and study hall. Allow ample time for lists to become final before recording names in Powerschool (First week is the add/drop period)

All students must follow the schedules they have signed up for until a change has been approved in the Guidance Office. Any student who wishes to change her/his schedule must have a written request from their parent/guardian with the reason given. No changes will be made unless absolutely necessary. Try to discourage hasty changes.

PASSES

School passes should be issued if a student must leave your room; passes should include student name, time, teacher signature, and destination. Passes should be written in ink and should be completely filled out. Passes should not be issued during class time, except for emergencies.

PLAN BOOKS

Teachers are required to keep daily lesson plans. Plans may be reviewed by the principal or assistant principal on a regularly scheduled basis. Plan books will be turned in at the end of the school year.

PROGRESS REPORTS

Progress reports will be ~~issued~~ **available via Powerschool** to every student each quarter on the progress report date. ~~Teachers will distribute progress reports generated from their PowerSchool grade book on progress report due date.~~ Progress reports will reflect the student's numerical grade in the class at the time of progress reports. Students in Pass/Fail Courses will receive a P for Pass, F for Fail. Please remember it is extremely important that teachers keep parents informed about student progress in their classes. It is expected that teachers will monitor student progress carefully so that if a child's grade changes from a passing grade to a failing grade, they will do everything in their power to contact the parent when this becomes known. It is also important for teachers to encourage students by making parents aware of improvements in academic performances.

As soon as it becomes evident that a student is in danger of failing for the quarter (up until the last week of the quarter) the student and the parents should be notified. ~~on a progress report form~~ **and via a phone call.**

Progress reports report out on all grades up to a week before the report out date. This cutoff point, up until the last week of the quarter, is an arbitrary one. There are two main reasons for including this cutoff point in our progress report policy. First, it is possible for a student to go from a failing grade to a passing grade by performing well on a unit or quarter test, report, or project during the last week of the marking period. Therefore, a progress report during the last week of the marking period may make a difference. Secondly, we have a definite obligation to inform parents that their child may fail for the quarter AS SOON as this is determined.

The guidance office will be in touch with teachers about student failures. It is especially important for teachers to keep the guidance department and parents informed about seniors and prospective graduates who are in jeopardy of failing a course.

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The School Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made about school personnel directly to the Board as a whole or to a Board member as an individual, it shall be referred to the school administration for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint, and shall be given an opportunity for explanation, comment, and presentation of the facts.

The Superintendent shall resolve the matter and report to the Board.

SCHOOL DISTRICT MISSION & BELIEFS

Mission:

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.

Beliefs:

We Believe:

1. Acquiring and applying knowledge and skills is a life-long 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. Service to community engenders pride, ownership and sense of belonging.
5. Community support and engagement is essential to students' academic success and personal growth.
6. Students will acquire and apply thinking and problem solving skills that are creative and adaptive for success.
7. We must ensure a safe environment for all.
8. Our school community values a positive attitude, hard work, high expectations, a shared vision, and effective communication.
9. Our core purpose is to ensure high levels of learning for all students.

Parameters:

1. The Raymond School District will support and promote open, honest, and effective communication within the schools and throughout the community.
2. All decisions will be based on what is best for students.
3. Respect and tolerance of individual differences will be a guiding concern in all decisions.

STAFF DEVELOPMENT

All teachers are required to take part in the school district Staff Development Program. Your professional license must be completed every three (3) years. Additional hours are required for more than one endorsement. The details of the Raymond Staff Development Plan are specified in the Staff Development Handbook given to each faculty member. Please review it carefully. If you have questions, each school building has representatives to the Staff Development Committee. They are knowledgeable and willing to help you.

The school district has responsibility to maintain accurate records of all staff development activities performed by faculty. PRIOR approval of all faculty selected activities is a must. To obtain this approval use the Professional Activities form available in the office.

Prior approval is not required for school district sponsored activities. In this case, the Staff Development Committee representative will provide documentation of participation in the activity.

To insure accuracy, each faculty member is responsible for keeping copies of activities and any discrepancies can be resolved more easily.

STAFF ETHICS

An employee speaking or writing as a citizen should be free from institutional censorship or discipline, but his/her special position in the community carries special obligations. The employee must remember that the public may judge the profession and institution by his/her utterances. Hence the employee should, at all times, be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that he/she is not a school spokesperson.

District employees will:

1. Make the well-being of students the fundamental value of all decision-making and actions.
2. Maintain fair, courteous and proper relationships with student, parents, staff members, and others.
3. Fulfill their job responsibilities with honesty and integrity.
4. Direct any constructive criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
6. Honor all contracts until fulfillment or release.
7. Maintain all privacy and confidentiality standards as required by law.
8. Exhibit professional conduct both on and off duty.

Employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as employees. This includes, but is not limited to:

1. Employees will not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or their parents.
2. Employees who have patented or copyrighted any device, publication, or other item will not receive royalties for use of such item in the District. If said device, publication, or item was created while on duty with the District, the device, publication, or item is the property of the School District.
3. Employees will not engage in any type of work where the source of information concerning customer, client, or employer originates from information obtained through the District.
4. School employees will not solicit or sell for personal gain any educational materials or equipment in the attendance areas served by the District. Nor will any employees make available lists of names of students or parents to anyone for sales purposes.

To avoid nepotism in the supervision of personnel, the Board directs that no employee be assigned in any position where the employee would be responsible to a relative.

Employees are put on notice that these lists are not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

STAFF – STUDENT RELATIONS

A teacher employed by this School District shall not become or be involved in an intimate relationship with any school student attending school in this School District nor shall a teacher employed by this School District engage in conduct from which it may reasonably appear to others that he/she is involved in an intimate relationship with any student attending school in the School District. This policy shall not be construed so as to interfere with the relationship of a teacher and student who are related by blood or marriage. Conduct prohibited by this rule includes activities such as but not limited to the following:

1. Attendance at school functions, social functions or public activities with any student attending school in this School District as a “date” or partner.
2. ~~Sexual~~ **Intimate/inappropriate** relations between a teacher employed by this School District and any student attending school in this School District.
3. Conduct from which it may reasonably appear to others that a teacher employed by this School District is having sexual relations with any student attending school in this District.

STUDENT HANDBOOK

The student handbook for the high school contains information that has not been stated in this booklet. Teachers must be familiar with the information in the student handbook.

STUDENT ORGANIZATIONS

Student organizations or activity groups should plan banquets, parties or other activities only with the prior consent of the administration. Students' use of areas, other than classrooms, must also be scheduled with the main building calendar in the office prior to the date of use. A completed “Facility Use” form and administration authorization is required.

STUDENT SUPERVISION

Teachers are required to supervise all students assigned to their particular classes during the school day. It is unacceptable to leave a classroom unsupervised while students are assigned to your class. Teachers should call the office for coverage if they need to leave their classroom during a scheduled class for an emergency.

Supervision is required during regular academic classes and study hall assignments. Teachers are requested to supervise the hallway during the changing of classes as well. Please make every effort to stand in the hallway during the change of all classes.

SUBSTITUTES

The Superintendent shall maintain a list of qualified substitute teachers who may be called on to replace regular teachers who are absent. Such a list shall be filed with the principal of each school.

Insofar as possible, the Principal or designee will call teachers on the substitute list for the grades and/or subjects for which they are listed. An individual whose name does not appear on the substitute list may not be employed in the District except when specifically approved by the Superintendent. Principals will be responsible for seeing that the work of the substitute is as effective as possible and will provide him/her with a planned program.

On a short-term basis, the building administrator will secure the best possible individual from the list for the particular assignment. Those individuals on the approved list, with certification, will be given first consideration.

Your classroom will run more effectively if there is clear information given to the substitute. Your schedule, duties, rules and attendance procedures need to be communicated easily when a substitute takes over for you. Students should be made aware that the same expectations for appropriate behavior exist whether you or a substitute are in the classroom.

Substitute packets must be completed and forwarded to your Department Head within five days after the start of school. It will be used each time a substitute is called in for you. This packet should contain the following:

- 1) Enough work for a substitute to conduct classes for a three day period.
- 2) An explanation of "opening exercises" (flag salute, etc.)
- 3) A class list, seating plan, fire drill procedure, lunch schedule and procedure, duty schedule, students with an IEP may be identified if the substitute will need to know that information to conduct the class.

Substitute folders are to be updated each time you are absent. When absent from school due to illness, you are expected to notify the Principal at the earliest possible time. Do not wait until morning when you know the night before. Have plans ready for your substitute to use. DO NOT call the office secretary with your sub plans, since this is a very busy part of the day. You must call the Principal (369-2574) when you are ill (please do not call between 10p.m. and 5a.m.). Personal or Professional Development forms must be completed when absent. Substitute evaluation forms are available in the main office and should be filled out by the teacher who was out on that day.

SUPPLIES

Requests for supplies should be entered in "School Dude" www.myschoolbuilding.com as a maintenance request. Supplies should be requested on an as needed basis only.

TEACHER EXPECTATION SHEETS

Teacher expectation sheets will be completed by all faculty, distributed to all students and given to department heads by the end of the first week of each semester.

Expectation sheets should include:

- Course Title, Academic Year, and Brief Description;
- Student friendly wording of course competencies/expectations;
- Clear guidelines for grading policy breakdown; reminder about Parent Portal;
- Explanation that “homework” is now called “practice and preparation.”
- A generic note about assignments/computer needs/issues specific to the course;
- Materials and daily housekeeping; this should include what to bring and do daily;
- Emphasize the use of school email for contact, with specific contact information;
- Contact information again and a separate consent sheet for both parents and students to sign & return; also preferred contact information for family.

TEACHER SIGN OUT PROCEDURE

~~There is a staff sign in/out book in the front office that all staff must use if they leave early or at any time during the school day. Please remember to sign in when you return.~~

TEACHER’S ROOM

There are two teachers' rooms open for your convenience during your planning time. It is expected that all teachers will cooperate in keeping them clean. Staff members having a hot lunch are reminded to **return cafeteria trays to the cafeteria**. Teachers are reminded to clean their items out of the refrigerators.

VISITORS TO THE SCHOOL

All visitors must report to the front office and sign in. Visitors during school hours must be of an educational/instructional nature. Former students, friends, and family members are permitted after 2:10 p.m. Visitors will be given a visitors pass when traveling through the building. If you see someone in the building who you do not recognize and they do not have a visitor pass please approach them and kindly ask them if you can escort them to the front office so that they may obtain a visitor’s pass. Visitors to the classroom must sign-in in the front office and may need to be escorted to the classroom. If visitors need to be escorted to the classroom it is up to the classroom teacher to meet the visitor in the front office.

VOICEMAIL

Teachers should check their voicemail daily.

VOLUNTARY TRANSPORTATION OF STUDENT(S) BY STAFF

The voluntary transportation of students by staff is NOT an expectation of staff members by the Raymond School District or Raymond High School. Further, the initial liability for transporting students falls on the shoulders of the staff member and their insurance policy. Please refer to School District [Policy EEBB](#) for further information.

Raymond School District Policy - AC

NONDISCRIMINATION/EQUAL OPPORTUNITY

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

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

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

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

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

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

Inquiries may also be made to: Office for Civil Rights, U.S. Department of Education, 5 Post

Office Square, 8th Floor, Suite 900, Boston, MA 02109-3921; (617) 289-0111; Website: www.ed.gov/ocr; Email: OCR.Boston@ed.gov

Statutory Reference: RSA 354-A:7

See Appendix AC-R

Adopted: April 21, 1988

Revised: February 7, 2002

Revised: June 6, 2012

Revised: April 6, 2016

Raymond School District Policy – AC-R*

NONDISCRIMINATION: TITLE IX GRIEVANCES

Inquiries or complaints regarding compliance with Title IX may be directed to the office of Superintendent of Schools. Grievances will be processed as follows:

GRIEVANCE PROCEDURE

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing, using the form provided, to the office of the Superintendent of Schools, hereafter referred to as "the designated employee." The designated employee shall without delay forward it to the person immediately responsible, i.e., department head, coach, supervisor, etc.
2. The immediately responsible person will investigate the complaint and report his/her findings and recommended remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the designated employee who will maintain a file on all grievances.
3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation.
 - a. Responsible Building Principal (5 school days)
 - b. Superintendent of Schools (10 school days)
 - c. School Board (20 school days)
4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Note: All reports submitted throughout the grievance procedure must be made out in duplicate, with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances. Blank grievance forms will be available in all Principals' offices in every school and in the Superintendent of School's office.

Revised: February 7, 2002

Raymond School District Policy – ACA
DISCRIMINATION, INCLUDING HARASSMENT,
BASED ON RACE, COLOR, NATIONAL ORIGIN AND ANCESTRY

I. GENERAL STATEMENT OF POLICY

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

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

The District will promptly investigate all reports and complaints of discrimination, including harassment, based on race, color, national origin or ancestry, and retaliation. [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 of creating a hostile environment:

A. "RACE OR COLOR HARASSMENT" includes but is not limited to unwelcome or inappropriate oral, written, electronic or physical conduct that denigrates, demeans or stereotypes a person based on his/her actual or perceived race or color, including characteristics of a person's race or color, such as racial slurs or insults, racial graffiti or symbols, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

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

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

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

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

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

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

III. POLICY APPLICATION

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

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 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.
RSA193-F:3, Student Safety and Violence Prevention Act

Adopted June 20, 2012

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 HIGH SCHOOL

Form to be filled out and given to building principal when a staff member makes a report to DCYF regarding the neglect or abuse of a student. DCYF Phone # 1-800-894-5533.

Staff Member's Name: __

Name of Student being reported: __

Date report was made: __

Person's name from DCYF who took report: __

Information which lead to the report of abuse or neglect __

Requested information by DCYF of person reporting abuse or neglect:

1. Reporters name.
2. Phone number to reach person reporting abuse.
3. Reporters relationship to student.
4. Identifying information on family.
(Names of all children in home including last names and first names, dates of birth and/or ages)
5. Siblings role in situation being reported.
6. Address for family and phone number.
7. Adults in the home and roles in the situation. First and last names and relationship to children.
8. Work phone numbers for adults in home.
9. Who, what, when, where of the situation leading to the report.
10. When did the child share this report with you?

POLICE REPORTS OF CRIMINAL INCIDENTS

Staff members are mandated by law to fill out a report of a criminal incident and give it to the principal after awareness of an incident of a criminal nature. This report needs to be reported to the principal immediately. Filing the police incident report does not preclude that staff member from filling out behavior referral forms or other information needed for school records related to the incident. The "Report of Theft, Destruction, or Violence in a Safe School Zone to Law Enforcement Agency" forms are

available in the teacher file cabinet in the main office.

RSA 193-D: 1 Definitions - In this chapter:

- I. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
 - a) Homicide under RSA 630
 - b) 1) Any first or second degree assault under RSA 631
- 2) Any simple assault under RSA 631:2-a
 - c) Any felonious or aggravated felonious sexual assault under RSA 632-A
 - d) Criminal mischief under RSA 634:2
 - e) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159
 - f) Arson under RSA 634:1
 - g) Burglary under RSA 635
 - h) Robbery under RSA 636
 - i) Theft under RSA 637
 - j) Illegal sale or possession of a controlled drug under RSA 318-B
- II. "Safe School Zone" means an area inclusive of any school property or school buses.

RSA 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.
 - 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 193D:4 a-c.
- II. The report required under paragraph I shall include:
 - a) The name and home address, if known, of any person suspected of committing an act of theft, destruction, or violence in a safe school zone.
 - b) The name and home address, if known, of any witness to the act of theft, destruction, or violence in a safe school zone.
 - c) Identification of the act of theft, destruction, or violence as defined in RSA 193-D:1 that was allegedly committed.

RSA 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.

RSA 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.

Evaluation of Professional Staff:

Each Department Head has been provided with a handbook which includes the District Policy.

Progressive Improvement Plans:

If, in the opinion of the supervisor, a teacher is not performing at a satisfactory level, a progressive improvement plan will be developed. The plan is designed to help teachers' correct noted deficiencies. It will include strategies for improvement, resources available to the teacher, specific goals to be achieved and a timeline to meet these goals. The plan will be developed by the supervisor with the assistance of the teacher. The improvement plan will remain in place until a satisfactory level of performance is achieved or employment is terminated.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA FOR THE RSD

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

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

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

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

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

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

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

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

The School District may disclose without consent "directory information," which is information not generally considered harmful or an invasion of privacy if disclosed. Directory information includes:

Name, address & phone of the student

Field of study

and sports

Weight and height of athletes

and awards Most recent previous school attended

Date and place of birth

Participation in officially recognized activities

Date of attendance, degrees

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

Upon request, the School District discloses education records without consent to officials of a

school district which a student seeks or intends to enroll.

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

The office that administers FERPA is:

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

Raymond School District Policy - GBAA
SEXUAL HARASSMENT AND SEXUAL VIOLENCE – STAFF

General Statement of Policy

The purpose of this policy is to maintain a working or learning environment that is free from sexual harassment or other im- proper or inappropriate behavior that may constitute harassment as defined below.

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

Sexual harassment is a form of sex discrimination that violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et seq., and Title IX.

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

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

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and will discipline any employee who sexually harasses or is sexually violent to a student or employee of the District.

Sexual Harassment/Sexual Violence Defined

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Any sexual harassment, as defined, when perpetrated on any student or employee by any employee will be treated as sexual harassment under this policy.

2. Sexual harassment may include but is not limited to:
 - a. Verbal harassment and/or abuse of a sexual nature;
 - b. Subtle pressure for sexual activity;
 - c. Inappropriate patting or pinching;
 - d. Intentional brushing against a student's or an employee's body;
 - e. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 - f. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 - g. Any sexually motivated unwelcome touching; or
 - h. Sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.

Reporting Procedures

Any person who believes he or she has been the victim of sexual harassment or sexual violence by an employee of the District, or any third person with knowledge or belief of conduct that may constitute sexual harassment or sexual violence, should report the alleged acts immediately to an appropriate District official as designated by this policy. The District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

(Continued)

1. In each building: The building Principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Superintendent. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.
2. District-Wide: The School Board hereby designates the Superintendent as the District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee, or victim of sexual harassment or sexual violence and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

The District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

3. Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades, or work assignments.
4. Use of formal reporting forms is not mandatory. The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when such conduct has occurred.

Investigation and Recommendation

By authority of the District, the Human Rights Officer, upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent. If the Superintendent is the subject of the complaint, the report shall be submitted to the Board.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the District should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all the facts and surrounding circumstances.

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

investigator.

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

School District Action

2. Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.
3. The complainant may appeal the investigations recommendations to the Superintendent (presuming the Superintendent is not the subject of the investigation), or to the Board.
4. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report will document any disciplinary action taken as a result of the complaint.

Reprisal

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

Right to Alternative Complaint Procedures

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

Sexual Harassment or Sexual Violence as Sexual Abuse

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

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

Discipline

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.

Bypass of Policy

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to the: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH, phone 603-271-2767; or, Office of Civil Rights, Health and Human Services, Region #1 Room 2403, JFK Federal Building, Government Center, Boston Massachusetts 02203, phone 617-565-1340.

Administrative
Rule: ED
303.01 (j), 1-9

See Appendix: GBAA-R

**Raymond School District Policy –
GBAA-R* SEXUAL HARASSMENT AND
SEXUAL VIOLENCE REPORT FORM**

**General Statement of Policy Prohibiting Sexual
Harassment**

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances, or other forms of personal harassment by any person, male or female, that create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant

Home Address

Work Address

Home Phone__

Work Phone__

Date(s) of Alleged Incident(s)

Name(s) of person(s) you believe sexually harassed or was/were sexually violent toward you:

List any witnesses who were present:

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; what you did to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Complainant Signature

Date__

Received by__

Date__

Adopted: May 16, 2002

Raymond School District Policy - GBE

EMPLOYEE RIGHTS AND RESPONSIBILITIES

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Adherence, support and enforcement of all School Board policies and administrative regulations.
3. Diligence in submitting required reports promptly at the times specified.
4. Adherence, support and enforcement of all education related statutes and Department of Education regulations.
5. Care and protection of school property.
6. Concern and attention toward their own and the Board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
7. Fulfill other responsibilities as may, from time to time, be implemented or established by the School Board or administration.

All School employees shall set examples that are an important part of the educational process. Their manner, dress, courtesy, and attitudes establish models that affect the development of young people. The Board expects its staff members to set exemplary standards, as well as provide exemplary instruction.

Adopted: May 16, 2002

Revised: August 31, 2011

Raymond School District Policy GBEBB (Also JICDAA)

EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistent and fairly applied discipline and established professional boundaries.

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff members shall not fraternize, either verbally or in writing, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to RSA 169-C:29 and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate school staff or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone in a room with a student with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social

networking websites, consistent with the provisions of Policy GBEBD.

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

Adopted: May 5, 2010

Raymond School District Policy – GBEBD

EMPLOYEE USE OF SOCIAL NETWORKING

WEBSITES

The School Board strongly discourages school district staff from socializing with students outside of school on social networking websites, including but not limited to MySpace, Facebook, Twitter, or dating websites.

All school district employees, faculty and staff who participate in social networking websites shall not post any school district data, documents, photographs or other district owned or created information on any website. Further, the posting of any private or confidential school district data is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. No conduct may negatively impact or disrupt the educational environment in the school. Employees who violate this policy may face discipline and/or termination, in line with other school board policies, acceptable use agreement, and/or collective bargaining agreements, as applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of approved educational websites if such sites are used solely for educational purposes.

Access of social networking websites for individual use during school hours is prohibited.

Approved: September 2, 2009

Raymond School District Policy - JLF
REPORTING CHILD ABUSE

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the principal within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

All new employees would be required to receive training and information on requirements and how to identify child abuse and neglect. The Board recommends all school district employees receive periodic training or information on how to identify child abuse and neglect, or on any new requirements

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(10), *Reporting of Suspected Abuse or Neglect*

RSA 169-C:29, *Persons Required to Report*

RSA 169-C:30, *Nature and Content of Report*

RSA 169-C:31, *Immunity from Liability*

RSA 169-C:34, III, *Duties of the Department of Health and Human Services*

GUIDELINES FOR BLOOD BORNE PATHOGENS

Guidelines for Handling Body Fluids in the School Setting:

In response to the increased incidence of Hepatitis B and HIV infection, the following policy will be implemented to protect all students and staff members who may come in contact with blood and body fluids.

The Body Fluids of all Persons Should be Considered Contaminated and Potentially Hazardous:

Body fluids include blood, urine, feces, semen, vomit, saliva, nasal discharge, skin lesions, cuts, scabs and any drainage from these.

Reducing Risk of Exposure:

The risk of exposure can be reduced by avoiding direct skin contact and providing a barrier between the care provider and the body fluids. When at all possible, the student shall be instructed to apply pressure to bleeding wounds and assisted to the health office. When this is not possible, disposable latex gloves should be used as a barrier. Hands should be washed after removal of the gloves.

Disposal of Contaminated Waste:

Latex gloves should be put on prior to cleaning any contaminated area. Body fluid spills should be cleaned with an absorbent agent specifically designed for this purpose. The dry material should be vacuumed or swept up and placed in a plastic bag, tied, and placed in another plastic bag. Caution should be taken when removing gloves and disposing of the contaminated material.

Use of Disinfectant:

A disinfectant effective against viruses including HIV and bacteria including *Mycobacterium tuberculosis* should be used to clean surfaces contaminated with body fluids. This disinfectant shall be registered under the US Environmental Protection Agency (EPA) for use as a disinfectant in a medical facility. A sodium hypochloride solution of one part bleach to ten parts water may be used for cleaning. This solution must be freshly mixed each time it is used.

After removing soil from surfaces, all cleaning equipment should be cleaned. Mops should be soaked in a disinfectant then rinsed thoroughly or washed in the hot water cycle. Dust pans and brooms should also be rinsed in a disinfectant solution. Body fluids spilled on rugs shall be treated with absorbent agents then vacuumed or removed with a dustpan and broom. The area should be shampooed with an effective rug cleaner following the same standards as above.

Hand Washing:

In order to be effective in cleaning, hands need to be washed vigorously with soap and running water for a minimum of 10 seconds. This should be done as soon as possible after exposure to body fluids and also after removing gloves. Antiseptic towelettes may be used to wash hands if soap and water are not available. Hands will need to be washed again as soon as soap and water are available.

Specific Situations:

Music: Each student should have his or her own mouthpiece or instrument. If this is not practical, thorough cleaning must be observed by scrubbing with soap, water and bottle brush or cloth followed by soaking in a solution of bleach (1:10) for 15 to 20 minutes. Wash again and dry with disposable towels.

Drama: Make-up applicators should not be shared. Disposable applicators should be used and individual portions of make-up supplied to prevent transmission of bacteria.

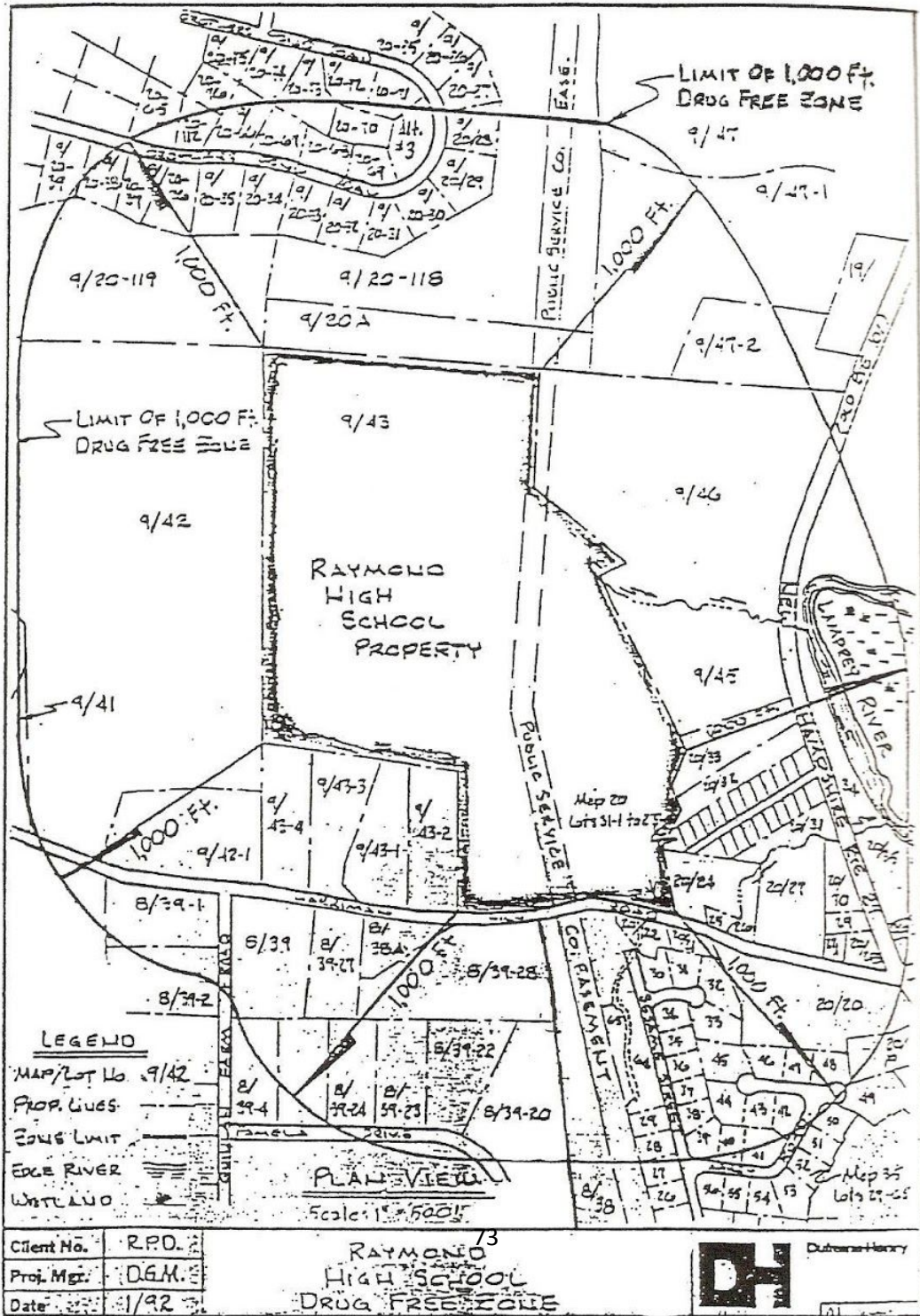
School Bus Setting: The school bus drivers will follow the same guidelines as outlined above. In the absence of soap and running water, skin should be wiped with disposable towels and scrubbed with an

antiseptic towelette. Soiled equipment should be cleaned as described above.

Soiled Clothing: Handle soiled clothing as little as possible. Items should be placed in a sealed plastic bag and placed in another plastic bag. This bag should be labeled and returned to the child's parent or guardian.

Sports: All athletic coaches will follow the same guidelines as above. Training will be provided by the Raymond School District.

Raymond High School Drug Free Zone



RAYMOND SCHOOL DISTRICT
ACKNOWLEDGMENT AND RECEIPT OF STAFF HANDBOOK

I acknowledge that I have received a copy of the Staff Handbook and understand that it contains information about some of the policies, rules, and procedures of the Raymond School District. I have reviewed the Staff Handbook carefully and agree to comply with it.

I also understand that the Staff Handbook is not intended to include or set forth all of the policies, rules, procedures, or standards that govern my conduct as an employee of the Raymond School District. I understand that I can obtain copies of the current School District policies on the website.

I understand that the Raymond School District may revise the Staff Handbook, policies, rules, and procedures at any time and for any reason.

I understand that it is my responsibility to comply with all policies, practices and rules and any future changes in such policies, practices, and rules.

I understand that this Staff Handbook is not intended to create contractual obligations with respect to any matters it covers and that the Staff Handbook does not create a contract guaranteeing that I will be employed for any specific time period.

Name: _____

Date: _____

Employee Signature: _____

Please return to the Main Office by Friday, Sept. 8, 2017