

Symonds School
79 Park Ave.
Keene, NH 03431
(603) 352-3405



September 2017

Dear Parents,

This handbook has been organized to answer questions you may have concerning our school. It will help you gain information concerning school times, emergency closing, visits, lunches, school vacations and transportation. It is also meant to help you understand what you need to know about our school programs and procedures so your child can have a happy, successful experience here. Please take the time to read it and then keep it handy as a guide for specific school information.

Parent participation is a key to each child's school success. We urge you to work closely with your child's teachers, to take time to become actively involved in our school and to become an active member of our parent groups. The time you spend will be paid back during your child's future.

Thank you for reading this handbook and working to help us. Your cooperation is greatly appreciated. If you have questions or concerns regarding our school, don't hesitate to call us at 352-3405.

Sincerely,

Richard Cate
Principal

Keene Board of Education

George Downing, Chair	357-3999
Julia Atkins, V. Chair	919-724-9628
Jim Carley	313-4065
Susan Hay	357-0046
Edward Murdough	352-8836
Dawn Mutuski	357-2712
Christine Parshall, Secretary	355-2437
Kris E. Roberts	352-1105
Peter A. Starkey	303-7242

**School Administrative Unit #29
193 Maple Ave.
Keene, New Hampshire
357-9002**

Robert Malay, Superintendent, Keene	357-9005
Dorothy Frazier, Interim Assistant Superintendent	357-9002
Nancy Deutsch, Director of Human Resources	357-9038
Timothy Ruehr, Business Administrator	357-9008
Janel Swanson, Town Business Administrator	357-9038
Dr. Richard Matte, Director of Student Services	357-9001
Kenneth Dooley, Director of Building & Grounds	352-8919
Carolyn Paris, Director of Food Services	357-9011

All central office staff can be contacted via e-mail using the person's first initial followed by their last name attached to @sau29.org. For example, Mr. Malay's email is: rmalay@sau29.org

SYMONDS SCHOOL STAFF 2017-2018

Richard Cate
Rachelle Cyr
Kelly Frye
Diane Meagher

Principal
Executive Secretary
Office Aide
School Nurse

All staff can be addressed using the person's first initial followed by their last name attached to "@sau29.org". For example, Mr. Cate's email is: "rcate@sau29.org".

KINDERGARTEN

Jessica Arrow
Amy Strong
Tracy Thompson
Cindy McGrath, Paraprofessional

GRADE ONE

Siohoua Henderson
Keri Lilly
Heidi Soltysiak

GRADE TWO

Angella Joslyn
Kristine Kennedy
Shelley Pangonis

GRADE THREE

Alli Carr
Liz Marchi
Teresa Morris

GRADE FOUR

Nicole Crank
Susan Grover
Nikole Starkey

GRADE FIVE

Melanie Bradford
Callahan
Gretchen Hoefler

SPECIALS

John Bass, Art Teacher
Michelle Tiani, Physical Education
Brenda Haenchen, Media Generalist
Peter Siegel, Music Teacher

CUSTODIANS

Marcie Black
Wade Dugray

Learning Center

Amy Pope-Grades 2-3
Jennifer Kiernan-Grades 4-5
Kate Wilson-Grades K-1
Shannon Fuller, Paraprofessional
Lynn Jablonski, Paraprofessional

GUIDANCE

Joan Murphy

PSYCHOLOGIST

Susan Brennan-Sawyer
Dr. William Slammon

READING SPECIALIST

Sarah Owusu

SPEECH/LANGUAGE

Cathy Casiello

OCCUPATIONAL THERAPIST

Laura Simonds

A.R.C. COLLABORATIVE PROGRAM

James Keizer, Intermediate Program
Nancy Elliott, Primary Program
K.C. Bourassa, Paraprofessional
Chris Casey, Paraprofessional
Adrienne Conboy, Paraprofessional
Christine Jill Hall, Paraprofessional
Brandy Bailey, Paraprofessional

MATH AND READING SUPPORT

Keren Selby, Paraprofessional
KAaron Brown, Paraprofessional
Sean Bailey, Paraprofessional

The Mission of Symonds Elementary School

At Symonds School we strive to provide a positive caring environment in which each individual is given an opportunity to realize his/her potential. Parents, students and staff work together to create a sense of cooperation and community throughout the school. Cultural diversity is recognized and appreciated. The uniqueness and creativity of every person is acknowledged and encouraged. We provide the opportunity for each person to

- * develop critical thinking skills
- * take responsibility for his/her learning
- * develop and foster respect for self and others
- * take risks to achieve these goals

The school climate promotes personal and academic growth to insure that each individual in his/her own way builds the confidence to meet the challenges of becoming a life long learner.

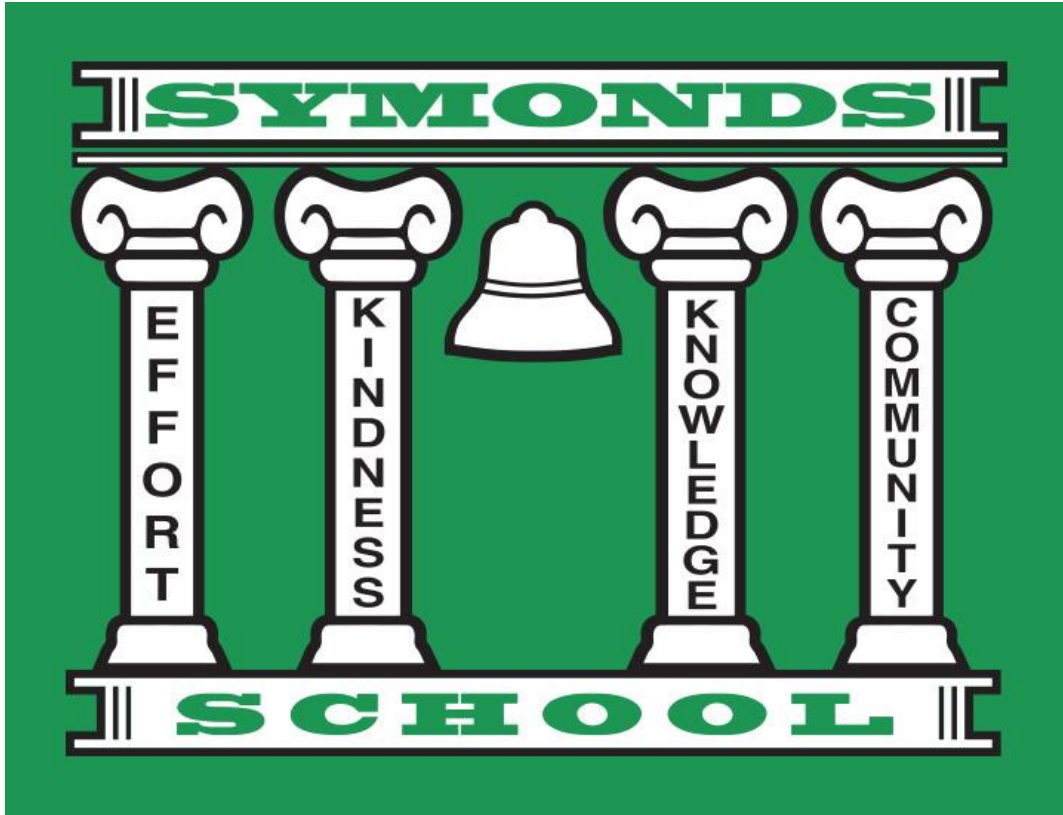
Symonds School Philosophy

We intend to provide opportunities whereby each child can develop a positive self-image and a respect for others in order that each become responsible and contributing members of society.

We believe that each child attending Symonds School has a right and responsibility to acquire the basic skills of reading, writing and arithmetic.

We intend to provide enriching opportunities in the arts, humanities, science, technology, and physical awareness, in order that the child may grow affectively, cognitively, and physically.

The four pillars of Symonds School are Effort, Kindness, Knowledge, and Community. These pillars are the guiding principles of our learning community. We encourage all within our community to give their best effort, use kind words and act kindly toward others, learn with a positive attitude, and work together to learn and play safely.



Operations

Attendance (policy 5113)

Regular attendance is the joint concern of pupils, parents and school personnel, all of whom should strive to cooperate with legal requirements and school regulations.

Procedures to Implement Attendance Policy:

1. If a student is going to be absent from school, or late to school, parents are requested to call the school or send a note with a brother or sister. If your child does not arrive at school as expected, we want to be sure he/she is safe with you, so we will call home or work unless you have notified us.
2. Any child arriving late to school after 8:25 a.m. must report to the office before going to the classroom.
3. A request to have a child excused from school early should be written and sent in on the morning of the dismissal. The time and reason for leaving should be included. When possible, medical and dental appointments should be made outside of school hours. Parents will need to sign their child out in the school office when leaving and sign back in upon returning to school.
4. A child will be released only to the parents unless the school has written notification from the parent granting permission for someone else to pick up the student.
5. A request to have a child excused from school for two or more days for reasons of family absence from town should be made in writing to the principal prior to the absence. Make-up work is required.
6. If students are to be allowed to participate in extra curricular activities, they must attend all classes on the day of the scheduled activity unless excused as per procedures written above.

School Hours

Daily school hours are from 8:25 a.m. until 3:00 p.m. Students should not arrive in the morning before 8:10 a.m. unless they are transported by the school bus. Morning supervision for bus students will begin at 8:10 a.m., with the bell to come into school ringing at 8:20 a.m. Students will go to the playground area when they arrive in the morning. Bus drop-off and pickup will be at the main entrance area. Parents who bring or pick up students should do so at the north end of the building. Children arriving late must report to the office for an admittance slip to class.

Notes to School

When are parents required to send a note to school? The following list is a quick reference:
Change in dismissal information, including plans to pick up your child or send your child home with a friend. **(A bus pass needs to be issued by the office in order for your child to ride on a different bus or to be dropped off at a different bus stop or location.)**
Change of address or telephone number
Change of emergency contact telephone number
Planned absence
Each time your child stays for an after-school activity

Six-Day Cycle

Symonds School operates on a six-day cycle. The first day of school is a Day 1, the second day is a Day 2, and so on until the seventh day of school is a Day 1. Days when there is no school, including snow days, holidays and weekend days, are not counted. Children have their special classes of Art, Music and Physical Education during a 75 minute block, every other day, either Days 1, 3 and 5 or Days 2, 4 and 6. Twice during the six-day cycle they have Music for 35 minutes and Physical Education for 35 minutes. Once during the cycle they have Art for one hour and 15 minutes. Twice during each six-day cycle the class will visit the Media Center.

KEENE ELEMENTARY SCHOOL HANDBOOK- BREAKFAST AND LUNCH PROGRAM **Keene Food Services 2017-2018**

All Keene Schools offer both breakfast and lunch programs every day. Breakfast is served beginning 15 minutes prior to the start of school. Snack Pak breakfast is available to all students at snack time. Lunch times vary by school. The following are the prices for the 2017-2018 school year.

	Daily	Weekly	Monthly
Full Paid Lunch (includes beverage)	\$2.70	\$13.50	\$54.00
Reduced Lunch	\$.40	\$ 2.00	\$ 8.00
Milk	\$.50	\$ 2.50	\$10.00
Juice	\$.30	\$ 1.50	\$ 6.00
Full Paid Breakfast/Snack Pak	\$1.35	\$ 6.75	\$27.00
Reduced Breakfast /Snack Pak	\$.30	\$ 1.50	\$ 6.00

All Keene schools have computerized food service operations. Every student is given a numerical PIN number, which they enter as they go through the cafeteria line. **If you do not wish your child to participate in the School Meals Program, you must notify us at 603-357-9011.** Otherwise, you are responsible for all charges on your child's account. **Students must have funds in their account in order to make any purchases.** Parents are encouraged to pay for meals on a monthly basis on the first Monday of the month. You may send your child in with a check/money order or cash, although checks are

preferred and **we strongly discourage sending in cash as it cannot be traced**. Parents should record their child's first and last name and the teacher's name on a clearly marked payment envelope or check. Payments sent into the school will be collected in the classrooms and put into the classroom envelope and then brought down to the kitchen for the school lunch staff to post the money into the individual student's account. On-line payments are the safest method and can help avoid the occasional lost check or envelope. You may register for free to manage your child's account and make payments if you wish online at www.paypams.com. It is safe, easy, and convenient. PayPams also allows you to monitor their account and view your child's purchases through your PayPams account and you are not required to make payments when signing up, and can sign up to receive email reminders when your child's account is getting low on funds. Unfortunately, payments cannot be accepted as the children go through the cafeteria line for sanitary reasons. All checks should be made payable to "Keene Food Services".

For those students who received free or reduced price meals last year, it will be necessary to re-apply by October 5, 2017 for the 2017-2018 school year. If you do not re-apply, on October 5, 2017, your child will revert to a PAID status and you will be responsible for all charges on your child's account until you have re-applied and been approved for free or reduced meals. The program is NOT retroactive. Applications will be sent home on the first day of school and can be returned directly to the Keene Food Services Office at 77 Arch Street, Keene, NH 03431. The address will also be on the application. You can also download an application on line at www.keenefoodservices.com. You will be notified by mail as to the determination of the application. If you have not heard from us within a week, please call our office to confirm that we have indeed received your application. We urge all who believe they may be eligible to apply. All information is kept confidential. If you need assistance with this process, please call the school principal, guidance counselor or Keene Food Services directly.

Your school's menu and other information regarding the School Meals Program are posted on our website www.keenefoodservices.com. You can also log on to www.sau29.org under Departments or the individual school's website to access the menus. There are copies of the school menus available in each school office if you do not have access to a computer and printer to print out your own menus. Parents are invited to join their child at breakfast for \$2.00 or lunch for \$3.25.

It has always been the policy of the Food Service Department to allow a student the courtesy to charge **one** lunch even if they do not have the money that day to pay for it. This courtesy is for emergency purposes only. If your child has a negative balance, they will not be allowed to purchase any a la carte items such as snack drinks, Snack Pak, or beverages at lunch time. If your child has a negative balance of (\$25.00) or more, they will receive a choice of sandwich for their lunch entrée. **Negative balances are not permitted by the school district or the State and Federal Government.**

We look forward to serving your children fun and healthy meals that meet and exceed State and Federal nutritional requirements. Please call the Keene Food Service office with any questions at 603-357-9011.

USDA is an equal opportunity provider and employer. For the full Notice of Nondiscrimination please visit www.keenefoodservices.com

Lost and Found Items

Clothing and personal belongings of students should be marked with the owner's name. Each year we collect hundreds of dollars worth of items which cannot be identified and are not claimed by parents. Our office keeps lost and found articles so that parents and students can retrieve them. Unclaimed lost and found items are donated to charity at each vacation break.

Birthdays/Parties

At Symonds School, we recognize special events, including birthdays in our student's lives. Invitations to parties of any sort should be sent through the mail, unless all students in the class are invited. Also, please do not have flowers, packages, or balloons delivered to the school for your child.

A list of parents' names is available to any parent, but addresses and phone numbers need to be obtained by the parent wishing to send invitations. Please discourage your child from discussing his/her party at school and, if possible, avoid having invited guests congregate in front of classrooms. Discuss the importance of recognizing that those who are not invited may have hurt feelings and that the use of discretion is an important social skill. We appreciate your support and understanding regarding this matter.

In an effort to promote a healthy learning environment, the Symonds staff has decided to celebrate each child's birthday in a healthy fun-filled way. The teachers will create a special way to honor your child's birthday in school. **Please do not send in food items or birthday favors for your child on his/her birthday.**

Personal Property

It is recommended that students not bring valuables to school as they may be lost or stolen. The school will not be responsible for personal items such as iPods, electronic games, tape recorders, radios, watches, or money. We encourage you to have your child keep these items at home. Toys should be left at home unless they are a part of a class report. Possible exceptions may be made at certain times of the year. Students tend to play with toys at the wrong time and sometimes can cause problems, which we would rather avoid.

Cell phones are discouraged at school. If a student brings a cell phone to school, it is not the school's responsibility if it is lost or stolen. Cell phones must be turned off at all times and stored in the student's backpack. If a student needs to use his/her cell phone, teacher permission must be obtained.

Automobiles

Driving or parking your car in the circular drive in front of the school during arrival and dismissal times is not permitted. Parents are asked to park in the lot closest to the public pool. Remember: State law forbids the passing of a school bus when its lights are flashing, even in a school parking lot.

Drop-Offs

Cars dropping students off are to enter the parking lot at the north end driveway (adjacent to the music room). The sidewalk adjacent to the building at the north end is specifically reserved for drop-offs and pickups. If you will be visiting the school, please use the parking lot by the playground or by the public pool. Do not drop off your child before 8:10 a.m., as the school cannot provide proper supervision before then.

Pickups

Since children are not dismissed to waiting cars, if you pick up your child at school, you must park your car (at the north end), enter the school and sign-out your child in the book provided at the front desk. Remember: If your child normally rides the bus, please send a note to the teacher indicating that you will pick up your child, even if it is at the regular dismissal time. A note is also required if your child is going home with another student's parent/guardian.

Walkers and Bike Riders

Only fourth and fifth graders are permitted to ride bikes to school. As requested by the Keene Superintendent of Schools, students shall wear helmets and may not ride their bikes to school unless they do so. Upon arrival on school grounds, students will dismount and walk bikes to the bicycle racks. Students are urged to lock bikes to the rack. Bicycles should be registered with the Keene Police Department.

Visitations

Parents are welcome to visit school. Please arrange your visit by calling the office or your child's teacher. When you come, remember that teachers are expected to supervise and teach students in their care and cannot visit with parents at this time. For the safety of all children, we require that all visitors use the main entrance, check into the office and sign the visitation book when entering the building. All other entrances are locked during school hours.

If a student is having difficulties, parents are encouraged to talk with the teacher. If difficulties are not corrected, parents and the teacher have a responsibility to bring the matter to the attention of the school's Pupil Personnel Team. To make a student referral a parent should contact the child's teacher and/or the school counselor. (Also see index: Special Education.)

Student Records

All student records concerning an individual student in our school are accessible to that student's parents. Parents who wish to review the school records of their child or children are asked to call the school counselor for an appointment. Parental rights in regard to school records are explained in Keene School Board policy #8801 and the administrative regulations which accompany it.

Student records include testing information, grade reports, health data, and personal observations by members of the staff regarding strengths and weaknesses of an individual student. These records may not be shared with others outside the designated staff without your written permission under provisions of the Family Rights and Privacy Act.

Student Placement for the Following Year

Pupil placement is a complex process taking a great deal of staff time, and energy. It is not something that any of those included take lightly. Children presently at Symonds are assigned to next year's teachers by a team composed of the sending teachers, reading specialist, guidance counselor and principal. The team will consider a number of factors in making placement decisions. These include:

- 1) The need to have balanced classes in terms of the academic, intellectual, and social characteristics of the students (including roughly equal numbers of boys and girls).
- 2) The learning style and social/emotional make-up of individual children.
- 3) Unique home/family circumstances.
- 4) Specific health concerns.

The team will consider information from parents, which may be helpful in determining placement. No single factor will outweigh the composite of criteria. It is important that the team be afforded the flexibility necessary to determine the needs of the entire group as well as the individual student. Specific teacher requests should not be made, for it is often difficult to accommodate personal preferences given the numerous other factors which must be considered to assure balanced classes. Letters which specify teachers will be returned.

Additional written information from parents will receive serious consideration by the team provided that it is received in the Principal's Office prior to the first of May. The Principal will insure that the information is shared with the team during our deliberations.

Report Cards (Grades 3-5)

Reporting pupil progress to parents is accomplished through conferences and more formal report cards with the emphasis changing as children progress through the grades, although conferences form the foundation of this process throughout elementary school.

In Kindergarten, conferences are scheduled during December, March, and May/June. In Grades 1, 2 and 3, conferences, accompanied by a written report, are held in December and March, and a written report is completed in June. In Grades 4 and 5, conferences, with a written report card, are held in December and report cards are issued in March and June.

Parent/teacher conferences are arranged as needed throughout the year and can be requested by either a parent or teacher whenever circumstances warrant.

Children of Divorced or Separated Parents

The school recognizes and encourages the interest of both parents in the welfare and education of their child. Official communication from school to home will be to the parent with whom the child resides. It is expected that parents will keep each other informed regarding school matters. Both parents are invited to attend conferences. Separate parent conferences will not be held. Both parents have equal access to visit unless we have a court order to the contrary.

Complaints

Parents should speak first to their child's teacher if they have questions or concerns about their child's progress, program, or school. Most concerns are answered by speaking directly with a child's teacher. If for any reason parents are not satisfied at this level, they should go next to the principal. If a matter remains unresolved after going to the principal, parents are asked to contact the Assistant Superintendent for Keene, the Superintendent of Schools, and the School Board, in that order, until the matter is resolved. Parent concerns should be directed to the school. Past experiences have shown that when parents have concerns the most effective means of communication and resolution (if needed) are those instances when the school has been contacted directly and quickly. Please make your first call to the school.

Homework

Challenging homework assignments and good study habits are keys to academic success and future success in adult work life. Homework is the practice that reinforces classroom work and becomes the link that can allow parents to get involved with their children's education. Homework teaches students to organize their time, to work independently, to use good study skills, and to develop self-discipline. Parents can help by: providing a study area at home, setting aside a specific homework time free from interruptions, monitoring work, and above all, showing an interest. Teachers will continue to help by informing parents of homework routines, being sure the child is prepared to handle the homework, and by working with the student on the results produced.

We assign homework beginning in the primary grades. Amounts and frequency of homework are determined by each teacher and depend on the age, ability and skills of individual students. Homework includes both short and long term assignments and may involve practice, enrichment, reading, writing, family projects, and/or research.

If your family is planning a vacation that will occur while school is in session you should understand the following:

1. Classroom instruction from the teacher will be missed and teachers cannot teach lessons over again upon your child's return.
2. Materials cannot be sent with you if they are not yet prepared for the students who will be here. Plan on making up work upon your child's return.
3. The teachers will save materials for your child to complete upon your return, but the responsibility for getting and completing those assignments will rest with you.
4. The faculty does understand the value of family vacations, but cannot help wishing that they could all occur when school is not in session. There is no substitute for in-class instruction.

Field Trips

Field trips are a valuable extension of the classroom that can bring to life classroom learning. Field trips are limited to trips within traveling distance of the school during a single day. All transportation of students on field trips is done by school bus. Prior to trips being taken, the teacher will inform parents of plans for the trip and will seek permission for a child to participate. Each grade plans at least one "special" trip during the year and in addition many smaller trips are taken. In recent years we have been fortunate to expand our field trips to over 40 due to the generosity of the PTA in funding bus trips. The cost of the bus is paid by the school or PTA, however, there are often admissions charged which parents are requested to pay.

School Crossing Guard and Safety Patrol

The school and Police Department provide a Crossing Guard at the intersection of Arch Street and Park Avenue between 8:15 and 8:30 a.m. and 3:00 to 3:15 p.m.

The Symonds School Safety Patrol, consisting of 20 fifth graders, performs a valuable service for our school. These student leaders are responsible on a daily basis to assist in providing a safe environment for bus and walking students.

The safety rules we ask patrol members to help enforce are:

1. Students must cross at designated areas.
2. Students must arrive at crossing areas only at designated times (8:15 a.m. -8:30 a.m.).
3. Students must remain seated on the bus.
4. Students must walk on the sidewalk.
5. Students must walk (not run) to and from the bus.
6. Fourth and fifth graders who ride their bikes to school must walk their bikes when on school grounds.
7. Students must always follow the directives of safety patrol members.

Any student who feels that the directives of safety patrol members are unreasonable or inappropriate should immediately see the teacher in charge of safety patrol.

We ask for, and need, parent cooperation in enforcing safety rules. Students who are not following safety rules will be reported to the teachers in charge of safety patrol. The first time a student is reported he/she will be given a warning and safety rules will be discussed to make certain that the rules and their purposes are clearly understood. The second time a student is reported he/she will be given an in-school punishment; i.e., missing recess. The third time a student is reported he/she will be given a before or after-school punishment. Students who are consistently unable to follow safety rules will be directed to the principal.

It is important to note that safety patrol members are NOT responsible for the overall behavior of students. Incidents of fighting, swearing, etc. do not fall under the jurisdiction of the safety patrol and will be referred to appropriate teachers and/or the principal. It is also important to emphasize that the great majority of our students are cooperative, good citizens who willingly follow school safety rules.

Discipline

Children are expected to follow the following principles of student conduct. (School Board Policy #5108)

1. Respect for law and those given the authority to administer it shall be required of all students. This includes conformity to school rules, as well as general provisions of the law.
2. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.
3. Respect for real and personal property, pride in one's work, achievement within the range of one's ability, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes shall be maintained.
4. Respect for individual worth to the end that every student shall be assisted to the limit of his ability is an obligation of the school. Diligence and a sincere desire to profit from the opportunity offered is an obligation of the student.

The Keene School Board expects student conduct to be such as to contribute to a productive learning climate. Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all pupils shall have equal rights and equal responsibilities in their demeanor in the classroom or on any school property.

At Symonds School we teach and practice much more than the "3 R's" (reading, writing, and arithmetic). We teach and practice responsibility and respect everyday. We show consideration for others through kind words and actions. We are careful to keep ourselves and others safe.

Dress Code

A student's appearance is primarily the responsibility of the student and his/her parents. However, student's clothing and grooming must be of such a nature that it does not endanger their health and safety. In addition, the school cannot allow clothing or footwear to be worn that is damaging to school property or that disrupts the educational process.

Procedures:

1. Footwear is to be worn at all times.
2. The dress code may be adjusted by teachers or coaches to fit curricular and extracurricular activities that require such changes.
3. Staff and students should not wear hats in the classrooms or in the lunchroom.
4. During the winter and spring, students should not wear heavy insulated boots in the classroom. Instead of boots, students should bring a pair of shoes or sneakers that can be worn inside.

Specials Physical Education

All students participate in Physical Education twice per six-day cycle. In physical education classes all students learn the skills necessary to perform a wide variety of physical activities. Students also learn the emotional, social, and fitness benefits of physical activity. We endeavor to teach so that children learn the love of movement, to value physical fitness and are motivated to participate daily in physical activity. The PE program is designed to create a developmentally appropriate, safe learning environment. Each child feels free to explore new experiences and have multiple opportunities for practice and success. For these reasons we do not have lines, human targets or elimination in the gym or on the field. Movement

experiences are in concept and practice fun, exciting, and to motivate children to strive for personal improvement.

For safety, enjoyment, and performance students need to come to class on PE days wearing sneakers and clothing appropriate for physical activity.

On occasion, PE classes under the supervision of the teacher will walk to Wheelock Park to utilize the adjacent facilities.

Adaptive physical education is available to children who will benefit from additional PE sessions. Third, fourth and fifth grade students have the opportunity to participate in after school club programs, lead by various staff members including the physical education specialist.

Art

Each student participates in an art class one period per six-day cycle. The elements and principles of design make up the essential content of the art curriculum and include: line, color, shape, form, texture, pattern, space, balance, rhythm, and composition. These concepts are taught through the media of drawing, printing, collage and cut paper, printmaking, ceramics, textiles and sculpture. Art appreciation is also taught through the use of appropriate art objects, art reproductions and audio-visual media. Art instruction is designed to encourage exploration and experimentation in many media, leading to expanded art knowledge and aesthetic awareness. Art experiences promote self-realization of the whole individual by integrating the students' imaginative creative, intellectual, emotional and manual capabilities.

Music

Research has shown that music education at an early age actually helps wire the brain for learning. The general music program at Symonds is based on the belief that music education benefits the child in many ways, including academic performance, creative expression, and greater understanding of self and the world. Based on a core of songs, singing games, and classroom percussion activities, the music program strives to give each student a personal sense of his/her ability to understand and make music.

Developmentally appropriate skills are taught in rhythm, melody, harmony and notation to further the student's musicianship. Listening to a variety of composers and world music styles further enhances the child's understanding of the importance of music in the world and in the child's own life.

Singing is a vital part of the music curriculum. The voice is the original instrument of humanity. Songs are largely drawn from authentic folk music of the world. Singing in tune and developing a confident voice are main goals in the music class.

Soprano recorder is taught in Grades 3 and 4. In addition, "Orff" instruments: xylophones, metallophones, and "boom pipes", as well as African-style drums and percussion, are used to help the child develop a self-confidence in his/her own musicianship.

Movement is another core component of the classroom. Folk dances and creative movement develop the kinesthetic intelligence and enhance the student's understanding of music.

Media Center Services

The Symonds' Media Center has a collection of approximately 15,000 items. We circulate around 1000 items to students and staff each week! In addition to regularly scheduled classes, the Media Center offers flexible times for classroom use.

The Library curriculum emphasizes literature appreciation and library location skills in all grades and research skills in grades 3-5. Technology skills include becoming familiar with the computer and all its functions, practice in keyboarding, knowledge of word processing, spreadsheets, and PowerPoint, on-line research tools, and a variety of presentation methods.

Photo Waiver

Periodically N.H. School Administrative Unit 29 publishes printed material, prepares PowerPoint presentations and updates websites that may use photographs of students in a classroom or school setting. Names of students are not used except to celebrate achievement. If you do not want your child's photo used, please notify the principal of your child(ren)'s school(s) by September 30th.

Band and Strings Program

Lessons on basic band instruments and strings are available to students in grades 4 and 5. These lessons take place once per week. The lessons are at no charge, however, there is a rental charge for those children who do not have the instrument. Seasoned concerts during the winter holidays and during the spring season allow students to perform in public.

SCHOOL HEALTH SERVICES

Mission Statement

The school nurse provides the necessary link between parents, guardians, educators and the medical community. A cumulative health record is maintained on each child, K-12. This includes the required physical examination and documentation of state mandated immunizations (RSA200:38). Those students not in compliance will not be allowed to enter school.

Students partially immunized will not be in compliance with the law, and will be placed on a "Conditional Enrollment". The parent or guardian will be asked to provide an appointment date for the next dose of vaccine. This appointment date shall serve as the suspension date if the child fails to keep the scheduled appointment. This process shall continue until acceptable immunization status is attained.

During the school year, the school nurse will be providing health screenings for students. These include, but are not limited to, height and weight, hearing, and vision. When appropriate, some screenings may be conducted by trained persons under the school nurse's direction, i.e., Lions Club eyesight screening.

PRESCRIBED MEDICATION

Prescription and non-prescription medication to be taken during school time must be delivered to school by the parent in the original container. Written permission from the parent/guardian must be sent to the nurse for any student who will be taking medication during the school day. Prescription medications require authorization from the physician. If your child is taking daily medication at home, please inform the school nurse. The nurse can monitor for possible side effects.

HEALTH AND WELLNESS

When in doubt about your child's health on any given day, please keep him/her home. Your child may be coming down with something that can be transmitted to other children. Any child with signs of illness (fever, rash, vomiting, etc.) should be kept home.

Children need fresh air and exercise. We expect that children will go out for recess breaks. Any long-term request that a child stay in for recess will require a note from a physician. During inclement weather, the principal or the teacher on duty will make a decision whether the children should be kept in or out. A good rule to follow would be to always dress children for outdoor recess.

STUDENTS MUST REMAIN EXCLUDED FROM SCHOOL WITH:

CHICKEN POX - For 1 week after the first skin lesions appear.

STREP INFECTIONS - For 24 hours after treatment has started.

ALL OTHER COMMUNICABLE DISEASES - per NH State Law

The school nurse will determine when it is safe for the child to return to school.

EMERGENCIES

In case of an emergency we always call the parents first. If parents cannot be reached we will call your emergency contact person. Please write an emergency name and telephone number on your child's enrollment card. Use the enrollment card to inform us of any conditions or problems we should be aware of (ex. allergies, asthma, hearing loss, glasses, etc.). If you are going away, please advise the school what to do if your child becomes ill or injured.

SPECIAL PROGRAMS AND SERVICES

The School Counseling Program

Symonds School offers a comprehensive school counseling program to all students. The program's goal is to help students reach their full potential, socially, emotionally, and academically. A school counseling program achieves its goal by supporting educational curriculum and instructional processes and by offering the following services:

Counseling - When appropriate, the student and counselor meet individually or in a group to focus on problem solving or personal development. Parent Permission is requested.

Consultation - A school counselor meets with staff, families and outside agencies to share information, problem solve and develop skills that help individuals work with a student.

Curriculum - The school counselor may teach or co-teach skills in the areas of personal understanding, interpersonal skills, educational development or career awareness. The counselor may also act as a resource for teachers who choose to provide direct instruction in any of these areas. Curriculum is developmental and based on student needs.

Coordination - The counselor facilitates services within the school and acts as a link to community resources and services.

Peacemaker Program

The Peacemaker program is a component of the social curriculum at Symonds School. A group of fifth grade students take a leadership role and join staff in teaching children across the grade levels to use communication and problem solving skills to solve conflicts. Peacemakers work directly with the school counselor to receive training and present conflict resolution concepts to students. With the support of staff, they may also lead two peers who have had a disagreement through a step-by-step negotiation to resolve differences. This negotiation process is known as peer mediation. Participation in the Peacemaker Program and students' use of peer mediation is voluntary.

The Quest Program

The Symonds School Quest Program provides enriching experiences to the children of Symonds School. The program acts as an umbrella for many experiences provided by many people. The program strives to serve all children, although it serves each child in a different way. The program encourages the development of higher ordered thinking skills. Mrs. Corwin, Physical Education teacher, is the coordinator. Offerings are kept flexible to meet the needs of students and to take advantage of "teachable situations" and unique opportunities.

Harris Center for Conservation Education

The Harris Center, a non-profit organization based in Hancock, NH, provides classrooms in the Monadnock Region with expertise in environmental education. The Harris Center's goal in the elementary schools is to cultivate a personal relationship between children and nature by:

Bringing students in contact with the local landscape.
Guiding the development and use of age appropriate science skills in an environmental context.
Encouraging students to experience nature as a source of inspiration and creativity.
Building an experiential foundation for ecological literacy.
Instilling appreciation in students which will cause them to behave in an environmentally responsible way.

Harris Center units taught at Symonds this past year included compass skills and treasure hunts, Ashuelot River study, trees, mammal tracking, mushrooms, animals preparing for winter, owls, constellations, and land use of Horatio Colony Preserve.

Volunteers

The volunteer program at Symonds is designed to meet the extra needs of the school program. Some needs are evident from the beginning of September while others become apparent as the year progresses, and still others are short term. Volunteering at Symonds takes many forms and does not necessarily have to take place at school.

There are several ways you can become involved in the volunteer program. In September you will receive a packet from the Symonds School coordinator who can then supply names as needed to the staff throughout the year. It would be helpful if everyone could fill out these forms as it provides a general pool of interested volunteers and is in no way a commitment to something in particular.

You may also get a direct appeal from the staff or school organization (i.e., PTA, etc.). This is not a duplication of the information you supplied to the site coordinator but a specific request. Therefore, you should respond to them as your schedule permits.

If you have any suggestions, ideas, or concerns, please contact the site coordinator or principal.

Parent Teacher Association

The Symonds School PTA works with parents, teachers, and the school to help provide quality education for all of our children. Through parent volunteers, PTA strives to provide support to the teachers and staff inside and outside the classroom. Fund-raising enables the PTA to finance special programs and activities for the children and to purchase needed equipment for the school. All parents are welcome and encouraged to join our PTA.

2017-2018 PTA Officers

Alyssa Zalaski, President
Liza Rice, Vice President
Becca Miller, Treasurer
Beth Wright, Secretary

Student Teachers

Symonds School has been designated a Keene State College Student Teaching Center. Symonds School cooperates with area colleges by accepting their students to do field experience teaching. These students work under the supervision of both a college supervisor and an experienced teacher. This experience offers our students more individual attention and the opportunity to learn from a variety of adults in the classroom.

Testing Program

Once during the school year all students in Grades 1, 2, 3 and 5 are given a comprehensive battery of achievement tests. These tests take a week to administer. Children's progress in reading, language, math, spelling, study skills, science and social studies are compared to national norms for their grade. Children are also given a test of academic potential and these scores are used to predict how well the child should be doing, and that is compared to actual achievement. Results of the test are shared with parents about six to eight weeks after the tests are administered.

Speech Therapy

The speech therapist works with children with identified speech or language disorders, does evaluations of children referred through the special education referral process, and consults with teachers and parents. Speech therapy is given in both individual and small group environments.

Physical Therapy

Physical therapy is the treatment of disorders of the muscle, bones, joints and nervous system by physical means such as exercise. In the school system the therapist works with the child, teachers, and parents, as well as other team members to help set up an environment suitable to the individual child's needs, regarding adaptive equipment, physical education and provide, if need be, direct physical therapy service.

Occupational Therapy

Occupational therapy helps an individual develop or maintain improvement in skills supporting independence in personal, social, academic and vocational pursuits. These can include:

- more effective motor-performance for school tasks, including play and work
- better organizational abilities for successful completion of assignments, jobs and carrying out personal responsibilities
- developing strategies to assist children in managing the classroom sensory environment or modifying the environment to foster improved function
- increasing capacities to perform self-care, home-living or pre-vocational activities

As the child's competency in work and play improves, their social relationships improve as well.

Psychological Services

The services of a psychologist are available to staff, children and parents several days during the week. The psychologist is available to administer psychological and educational tests, interpret assessment results, interpret information about student behavior and conditions related to learning, and to consult with students, parents and staff.

Reading Specialist

The reading specialist at Symonds School provides leadership to the principal and the teaching staff in the area of reading. She assists in the selection of reading material and provides in-service training in the implementation of new programs. She does group and individual testing to provide teachers with diagnostic information. She assists teachers in grouping children for instruction and provides alternative materials for reviewing skills as well as enrichment. She works with individuals or small groups of children who need special help or enrichment activities.

Intervention Services

The District provides four paraprofessionals to provide extra help for children not eligible for Special Education.

Their classroom teacher refers the children. Standardized tests are used to determine eligibility. The child receives extra help in reading, math, from a trained Instructional Associate, who works closely with the regular classroom teacher and is supervised by our Reading Specialist. It may take place in the classroom or in a separate room. The instruction is always in small groups or one-on-one. Parent involvement is extremely important and necessary. Communication with parents is instrumental throughout the school year. Three progress reports are sent to the parents during the school year. One parent conference is scheduled during the school year to share the child's performance and progress. Suggestions to parents on how to help provide and promote education in the home setting is always emphasized and encouraged.

Near the end of the year, all children are given another Standardized Test to show the growth the child has made in reading, math, and/or language. The results are shared with the classroom teacher and the parent. This helps to determine the child's eligibility for this service for the following school year.

Learning Center

The Resource Room at Symonds School provides specialized services and programs for students in Grades K-5 with specific learning disabilities or other educational disabilities.

Students may be referred to the Resource Room through the In-House Team, by parents, teachers, physicians, or others with knowledge of the child's ability and skills using the process outlined in section "Special Education." The Resource Room is staffed by a full-time certified special education teacher and two instructional associates.

The A.R.C. Program (Attachment, Regulation, Competency)

The A.R.C. is a district-wide collaborative program for children in grades K-5, located within the public school. It provides services and supports to the students whose emotional condition interferes with their ability to be academically and socially successful. The program provides emotional and behavioral

intervention on a daily basis resulting in the children increasing their coping skills and learning new skills to meet their needs, and to function with increased independence in the school environment. Children are mainstreamed into regular classes as their progress permits.

Special Education

Since the early 1970's, many changes have been made in laws affecting the education of children with disabilities. This is known as special education. The Federal Laws are Public Law 94-142 (Individuals with Disabilities Education Act IDEA) and Section 504 of the Rehabilitation Act of 1973. The state law in New Hampshire is RSA 186:C. Here, in brief, is what these changes mean for your child.

- *Your child between the ages of 3 and 21 who have a disability are entitled to a free public education that is appropriate to meet his/her needs.
- *Your child should be educated as close to home as possible with children who do not have a disability. (This is often referred to as education in the least restrictive environment).
- *Tests given to your child must not discriminate on the basis of disability, racial or cultural background.
- *You, as the parent or guardian, can participate in making decisions about your child's education.
- *You must be notified in writing when changes in your child's education are being considered.
- *You and the school are entitled to make use of an appeal when differences of opinion occur.
- *You have the right to see your child's school records, to have them explained and to obtain copies.

What Disabilities Entitle Children to Receive Special Education Services?

The disability conditions that are mentioned in special education laws are:

- * developmental delay
- * visual disability
- * hearing disability
- * speech and language impairment
- * mental retardation
- * multi-handicapping conditions
- * serious emotional disturbances
- * physical disabilities
- * learning disabilities
- * other health disabilities (e.g., epilepsy, diabetes, ADHD)

If a child is found to have one or more of these conditions and it substantially interferes with his/her ability to learn and perform in school, then the child is entitled to special education and related services. The kind of help and special education services a child may need depends on the nature of the handicap and the degree to which it affects his/her ability to learn.

Where Do You Begin?

If you suspect that your child has a disability that may require special education services, contact the school and let us know your concerns.

Steps to Take?

1. Evaluation

The first step in determining whether a child may need special education is the evaluation. After notifying the school of your concerns, a group of people from the school district called a Special Education Evaluation/Placement Team, will meet to discuss your child. You can ask to be at this

meeting. In most cases, the Team will want to observe your child and obtain tests so that they will fully understand his/her handicap and needs. If additional tests or evaluations are necessary, they must be performed by persons who are both qualified and knowledgeable about the kind of disability your child is suspected to have. Your consent is always required before testing can take place. If the Team determines that your child is educationally handicapped, he/she is now eligible for special education services.

2. Individualized Education Plan (IEP) Meeting

After determining that your child is educationally handicapped, a written Individualized Education Plan (IEP) must be developed to fit your child's needs and abilities. You **MUST** be invited to the planning meeting to discuss your child's Individualized Education Plan. **IT IS ESSENTIAL FOR YOU TO ATTEND IF YOU WISH TO BE INVOLVED IN YOUR CHILD'S PLAN.** Remember: You have known your child longer than anyone in the school. You have important information to offer. The IEP is a written plan outlining what kinds of services your child will receive during the school year. It should state, among other things, which will provide the services, and when and how your child is currently performing, and the goals set for him/her for the year. The IEP is written annually and must be reviewed and updated at least once a year.

3. Placement

Where your child is "placed" will be decided, in large part, by the services and goals set out for him/her in the IEP. In almost every instance, however, this will mean the same public school any other child of similar age would normally attend. Some children may need to attend a private day school or residential facility to receive appropriate services. Since each child with a disability is different, placement decisions must be decided on an individual basis. Above all, all children with disabilities are entitled to be educated as close to home as possible and, wherever appropriate, with other non-disabled children.

Once the placement decision is made, you will receive a document called the Annual Statement of Placement (ASP), along with your child's IEP. The ASP contains all the important information, which has been determined throughout the educational planning process such as your child's educational evaluation, and information concerning placement. You will be asked to sign this form stating your approval or disapproval. If you approved the ASP, your child will begin to receive services. If you do not approve the ASP, you have the right to appeal it or any other decisions you don't agree with to a state impartial hearing officer.

What Rights Do Parents and Students Have?

As the parent of a child with a disability, you and your child have several rights that are protected throughout the educational planning process including:

Prior Written Notice: You are being notified in writing whenever the school proposed to initiate or change, or refuse to initiate or change, the identification, evaluation or placement of your child. The written notice must include a description of the action planned by the school and the reasons for such action.

Written Consent: Your informed written consent is required before the school tests your child; places your child in a special education program; or changes the services offered to him/her.

Independent Evaluation: You have the right to have your child evaluated at your own expense, and to have the results of that evaluation considered by the Evaluation Placement Team. If you feel that the school's evaluation is incomplete or inaccurate, you may request that the school pay for the independent evaluation. The school can then either agree to pay for the evaluation, or request an appeal (Due Process Hearing) from the State Department of Education which will decide whether or not the original evaluation was adequate.

Examination of Records: You have the right to review your child's file from the school at any reasonable time. If you wish, you may obtain copies of your child's file from the school at a reasonable cost. For further details, see Keene School District Policy #8801, "Access to Student Records."

Emergency/Safety Fire Drills

By state statute each school is required to conduct a fire drill each month. These drills are important and ensure the safety of each child in the event of fire at the school. Drills are held at the discretion of the principal with consideration given to program, weather and health. Normally, children do not remain outside for more than three minutes.

Emergency School Closing

Inclement weather could force the Superintendent of Schools to close schools early in the morning prior to our daily opening because buses cannot travel safely. In the event school is canceled or delayed, "no school" announcements will be made over radio stations WKNE 103.7FM/1290AM, WKBK 98.7FM/1220AM, and WYRY 104.9FM. Cancellations and delays will also be posted at sau29.org, and the Symonds website. Decisions to close school are made with the safety of students in mind after information is received from road agents, the National Weather Bureau, and state and local police. Conditions could cause a decision to open school on a delayed opening. In the event of a delayed opening, school will open either one or two hours later, as decided by the Superintendent. Radio stations will provide exact times for openings and bus pickup on these days. We urge parents to give instructions to their children to follow if students are taken home during an emergency school closing. Names and telephone numbers of relatives, friends, or neighbors at "safe homes" are important if a parent is working or cannot be reached.

Emergency Evacuation Plans

If in the opinion of fire officials, police officials and the Symonds Principal or his designate, Symonds School should be evacuated, it will be immediate and for a period of not less than twenty-four hours. The primary evacuation site for Symonds School is Keene High School. If the situation makes travel on Park or Arch Streets dangerous, students will use the bike path and travel east. They will either be picked up by busses at the bypass or continue to Dartmouth Hitchcock Hospital or to Fuller School as determined by the principal. Parents are requested to tune in to local radio stations for information.

Transportation

School Board Policy #3546

Transportation will be provided at district expense, for Grades K-2 students who live more than one-half mile and for Grades 3-5 students who live more than one mile from the school to which they are assigned.

School Bus Rules & Regulations

1. The school bus driver is in complete charge of the bus and the pupils. The bus driver has the same authority in maintaining discipline as a teacher in the classroom.
2. Pupils must be at their designated bus stops five (5) minutes prior to the pick up time. Schedules do not allow waiting for late students.
3. Permission to get off at a stop that is not the student's regular stop shall follow individual school policy.
4. All pupils must remain properly seated until the bus comes to a complete stop and the eight way lights are activated.
5. Emergency exits are to be used for emergency drills twice a calendar year and emergency situations only.

6. Pupils shall hold onto the handrail when loading and unloading.
7. Students may bring acceptable items on the bus only if the item can be held in the student's lap.
8. Skateboards, skis, roller blades, animals, glass containers, nuisance items and other objects of injurious or objectionable nature are prohibited on the school bus. Articles not allowed in the school are also prohibited.
9. Student's who are confronted by the bus driver for unacceptable behavior shall provide the driver with their name. Failure to do so may result in suspension from riding the bus for up to three (3) days.
10. The bus driver is authorized to assign seats whenever necessary.
11. Students shall not be destructive of the school bus seats, sidewalls, floors and/or windows, nor shall they tamper with any other bus equipment. The cost of any intentional damage will be the responsibility of the student/parent. Destruction of First Student property will result in a 5-day mandatory suspension from the bus, and student will remain off all First Student Transportation until such time as a suitable payment agreement can be met.
12. While classroom voice between students is permitted, loud, vulgar, obscene and improper language or gestures will not be tolerated on the bus.
13. Pupils will refrain from throwing things in the windows, out the windows or around the inside of the bus. Trash will be placed in receptacles on the bus. NO LITTERING.
14. Eating and drinking are not allowed.
15. Smoking, Smokeless Tobacco, Alcohol, drug use and the use of lighters or matches are forbidden.
16. No spraying of perfumes, deodorants, hairspray, air fresheners, etc. is allowed on the bus.
17. Fighting, pushing, tripping, bullying, or spitting will not be tolerated.
18. Any other behavior relating to the safety, well-being and respect for others in a harmful, destructive or degrading manner is not acceptable.

If you need to contact the bus company directly regarding transportation they can be reached at 352-2303.

Title IX Compliance Statement

In compliance with the implementation of Title IX of the Education Amendments of 1972, prohibiting sex discrimination in education, "no person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance" and furthermore, that the requirements not to discriminate in education programs and activities is extended to employment practices therein and to admission thereto.

This district receives federal assistance. In order to continue receiving such federal financial assistance, this district must comply with Title IX and the regulations promulgated through the United States Department of Health, Education and Welfare by the Department's Office for Civil Rights.

Complaints regarding compliance with Title IX regulations should be submitted in writing to the Title IX Coordinator (Nancy Deutsch, Director of Human Resources, School Administrative Unit #29, 193 Maple Ave., Keene, New Hampshire or ndeutsch@sau29.org).

Weapons

Weapons on school premises or in connection with school activities may lead to dangerous and violent behavior and will not be tolerated. Keene School District policy #5110 and various state and federal laws provide for substantial sanctions for the possession of weapons, including mandatory suspension or expulsion from school and the filing of a report to applicable police authorities. A copy of policy #5110 and/or related laws pertaining to weapons and violence on school premises is available from the Superintendent's office.

Civil Rights

The Keene School district does not discriminate in the administration of its admissions and educational programs, activities or employment practice on the basis of race, color, religion, national origin, age, sex disability, sexual orientation or marital status. If you think there is a problem please contact: The Title IX Coordinator: (Nancy Deutsch, Director of Human Resources, School Administrative Unit #29, 193 Maple Ave., Keene, NH 03431 or ndeutsch@sau29.org), or The Section 504 Coordinator: (Dan Black, Assistant Superintendent, School Administrative Unit #29, 193 Maple Ave., Keene, NH 03431 or dblack@sau29.org).

Asbestos-Containing Materials

The Symonds School building has been inspected for the presence of asbestos-containing materials. The condition of these materials will be reviewed every six months until they have been removed from the building.

A written plan has been developed for managing these materials while they remain in place. This plan is on file in the office location identified below during normal business hours. Copies may be made on request at a cost of 10 cents per page.

Keene School District Policies Requiring Notification

All Keene School District policies are available on the web at <http://www.sau29.org>, or by calling the school office at 352-3405 or the Superintendent's office at 357-9002 ext. 221.

Keene School District JBAA SEXUAL HARASSMENT AND OTHER ILLEGAL HARASSMENT, DISCRIMINATION AND SEXUAL VIOLENCE POLICY FOR STUDENTS

ELEMENTARY SCHOOL STUDENT POLICY:

All advances are considered to be unwanted.

ANTI-HARASSMENT POLICY FOR YOUNG STUDENTS

Your Rights and Responsibilities

All children have a right to learn and play in a school that is free from harassment.

At Keene School District, we believe that:

We should respect ourselves and the rights of others.

We all have a right to feel safe and to be treated with respect.

We must learn, practice and understand the procedures for reporting harassment.

HARASSMENT IS WRONG

Harassment is when someone such as a student, adult, or a group of people, repeatedly do things or say things that can hurt you and make you feel:

afraid

upset

angry

unsafe

embarrassed

uncomfortable

Harassment is:

not wanted

not asked for

not welcome

Harassment includes words or conduct involving:

gender (boy or girl)

race (White-American, Asian, African-American, for example)

religion (such as Protestant, Catholic, Jewish, for example)

sexual orientation (whether you like boys or girls)

what country you or your family come from (Ireland, France, or Nigeria, for example) and whether you speak English at home

age

disability (if you have an illness or condition that makes it hard to walk or participate in certain activities or if it is hard to think and talk like other students)

Some kinds of harassment are:

teasing and name calling

dirty jokes or talk

bullying
rude signs
offensive pictures, drawings or language
offensive writing, notes or messages
inappropriate touching, particularly of private body parts
putting people down because of their gender, family background, religion, or disability.

A HAPPY SCHOOL IS HARASSMENT FREE

You can be kind and thoughtful and respect others by:

greeting people with a smile
saying nice things to others
including people in games and activities
being aware of how your behavior affects others
changing your behavior when it is upsetting someone
getting to know new people and making them feel welcome

If you are being harassed:

1. TALK TO THE PERSON WHO IS HARASSING YOU:

Tell the person you don't like whatever it is he/she is doing and that you want it to stop.
Take a friend with you if that makes you feel more comfortable.
Tell the person he/she is breaking the school rules.

AND/OR

2. TALK TO GUIDANCE COUNSELOR:

Go to any teacher or Guidance Director and tell him/her what is happening and ask him/her to help you talk to the Principal or the Director of Human Resources.

Go to the Principal.

Go to the Director of Human Resources

If the complaint involves the Principal or Director of Human Resources, Go to the Superintendent.

If the complaint involves the Superintendent, Go to the School Board

Go to a parent or other adult for help in talking to the school.

Tell everything about what happened.

Remember that a school rule is being broken.

The Principal, Director of Human Resources, or the Superintendent will decide what action to take.

Know that there are people at the school who can help you.

HARASSMENT IS SERIOUS

At this school the staff will:

Listen when you tell.

Let you know that telling is a sensible thing to do.

Work out the best way to handle the situation.

Respect your confidentiality. Protect you from anyone that bothers or threatens you for talking about it.

Discipline people who do or say things that are wrong.

Discipline people who try to get back at you for telling the School about it.

THEN WHAT HAPPENS?

The Principal, Director of Human Resources, Superintendent or other adult in charge of handling your problem will talk or meet with you to find out what happened.

He or she may talk to whoever else is involved and/or other people who saw the behavior.

He or she will write a report.

After that, the person who broke school rules will have consequences or the school will do something else to make you feel more comfortable at school.

They will try to do this within 10 days, but it may take longer.

The Superintendent is someone you or your parents or guardian can talk to if you are not satisfied with the outcome. If your complaint involves the Superintendent, you or your parents can talk to the School Board.

Also, you, your parents or guardian can contact:

Office of Civil Rights, Region I, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, (617) 289-0111.

NOTICE AND PUBLICATION

The District shall provide notice of this policy to students and school employees by including it in the student handbook and by posting it in each school. The District shall also use its discretion in developing programs and/or procedures to further inform students and employees about the substance of this policy and procedures.

Keene School District

AC - NON-DISCRIMINATION

The School Board in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees, that there shall be no discrimination on the basis of gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability for employment in participation in admission or access to, or operation and administration of any educational program or activity in the School District.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee. This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure.

This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Legal Reference:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title I of The Americans with Disabilities Act of 1990

Absences

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

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

The Board considers the following to be excused absences:

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

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

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

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Truancy

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

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

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

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

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

Intervention Process to Address Truancy

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

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

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

Parental Involvement in Truancy Intervention

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

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

Developing and Coordinating Strategies for Truancy Reduction

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

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

prompt notification of absences to parents.

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

Parental Notification of Truancy Policy

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

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

Notification of Rights Under FERPA

It is the policy of the Keene School District to comply with the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232(g). This act provides parents and eligible students with access to educational records maintained by the district, including the right to inspect and review educational records and to request their amendment to ensure that the records are not inaccurate, misleading, or in violation of a student's privacy or other rights.

The Keene School District shall not disclose the educational records of a student without the consent of a parent or eligible student except as specifically authorized under the act.

A parent or eligible student who believes that a school district is not in compliance with the act has a right to file a complaint with the United States Department of Education at the following address:

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

A procedure is established for the inspection and review of student educational records. A copy of the Keene School District's policy and procedure is available from the building principal of each school. Upon any inconsistency between FERPA and its regulations and the policy and procedures of the Keene School District, FERPA shall control. The school board authorized the Superintendent of Schools to inform parents, students and public of FERPA and to use administrative resources to implement this policy and procedure and to deal with individuals who violate FERPA, this policy, and/or its procedures.

Directory information is not published by the Keene School District except as it may occur in school formats such as yearbooks, award announcements, programs/bulletins published for athletic or other co-curricular events, and similar achievement-oriented publications. A parent or eligible student who objects to a student's directory listing in such publications should contact the building principal or the Superintendent of Schools in writing by September 20 of the school year.

Safe School Zone

Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, and a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV>

Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual With Disabilities Education Act (IDEA).

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

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

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

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

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

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

A copy of this policy will be included in all school handbooks, provided to coaches and all staff.

Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language or presented orally upon request.

Student shall be eligible to attend kindergarten if they have reached age 5 by September 30, with no exceptions made for early entrance. Students shall attend first grade if they have reached age 6 by September 30, with no exceptions for early entrance, save for transfers from states or communities with differing eligibility requirements that shall be left to the discretion of the Superintendent and/or his/her designee.

Proof of residency of the student and/or his/her legal guardian(s) will be required by the school Principal at the time of registration and annually thereafter.

SAU #29 STUDENTS ACCEPTABLE USE POLICY (AUP) FOR ELEMENTARY GRADES
AUP: General Computer, Network Use and Technology

Technology in the Keene School District is provided to students and staff to promote educational excellence through resource sharing and communication.

All technology must be used in an ethical and legal manner. Technology includes but is not limited to networked computers, laptops, cameras, e-readers, video cameras, MP3 players, flash drives, fax machines and printers. **Network Accounts:**

- Users must always log off the network when leaving a computer for any period of time.
- Users may not trespass in any other person's folders, work, or files.
- Users may not log into two computers at the same time.
- Users may not allow another student access to their account.
- Users may not download application programs.
- Users may not stream music, play games, or access any audio/video streaming unless under the direct supervision of a teacher.
- Users are responsible for keeping backup copies of their data.
- Users may only access social media resources when under the direct supervision of a teacher who is using it for educational purposes.
 - Users will adhere to the "Bring Your Own Device Policy" when using personal technology through the school network.

Ethical Use:

- Users may not cause malicious or intentional damage to school technology.
- Users may not plagiarize or violate copyright law in any way from any source (see Honor Code on next page).
- Users may not send, display or receive messages, pictures, or other media which are abusive, obscene, sexually inappropriate, threatening, and racially offensive, considered harassment or offensive to human dignity.
- Users must comply with New Hampshire Law regarding cyber bullying. Cyber bullying is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices. The policies regarding these situations will follow the NH Pupil Safety and Violence Prevention Act, RSA 193-F: 3-10.
- Users may not intentionally waste limited resources (paper, ink, toner, CDs, DVDs, etc.).
- Inadvertent access to any inappropriate content using school technology needs to be reported to a teacher or administrator immediately.

Cautionary Notes

- Users should protect themselves on the school network and the Internet. Users should never reveal their personal address or phone numbers or those of others. They should never share personal information that they might not want strangers to know about. They should never share personal information with friends who might carelessly share it with a stranger.
- The School District and its employees cannot be held responsible for improper student use of the technology. The school district's employees cannot be held liable for any information that may be lost, damaged, or unavailable due to technical or other difficulties.

- Students who do not return a signed compliance statement will not be able to use any technology at school.

Cell Phones:

- Classrooms and Cell Phones - No phone may be used unless the classroom teacher specifically and directly allows phone use for educational purposes. For example, a student may wish to use the phone as a calendar for assignments, allow phones to be used for assessment feedback (phone clicker), or other educational instructional use. Cell phones may not be used to take incoming calls or text messages or to make calls or send text messages during class time. Cell 2 phones are typically kept in backpacks during school hours unless being used for classroom purposes. Violations or infractions will be determined by the administration.

Honesty Code:

An Honesty Code represents a level of conduct and truthfulness that everyone should strive to meet. As a community of teachers, staff members, and students, we pledge to be truthful in our words and in our deeds.

SAU #29 values honor above all else. To be honorable is to possess and act with integrity and honesty. An honest person is one who does not lie, cheat, steal, or take unfair advantage. SAU #29 students are expected to behave honorably and to follow the school's Academic Honesty Code.

Students will:

- Acknowledge that cheating is an act of dishonesty.
- Understand and accept that if an act of dishonesty is committed, he/she will receive the consequences as outlined in the school's Student Handbook, which include, but are not limited to, receiving a zero for the assignment or exam; parent/guardian notification, administrative notification, and appropriate disciplinary consequences. Definition of Academic Dishonesty
- Academic Dishonesty is the use of someone else's words, ideas, or information as one's own or giving unauthorized assistance to others.
- Academic Dishonesty can take the form of cheating or plagiarism and can occur through the use of any unauthorized methods, including, but not limited to, written, verbal, or electronic means.

Examples of Academic Dishonesty

Plagiarism –

- The intentional or unintentional copying of the essential character of someone else's work, whether visual or written, and submitting it as your own. (Note: Certain art and writing projects may require a student to simulate subject matter, technique, form, style, etc. This requirement will be explained by the course teacher as necessary.)
- Breaking copyright law, whether in print or electronic form, including music.

Cheating –

- Either receiving or providing unauthorized assistance on assignments or assessments through any means.
- Giving or receiving information on tests, projects, or classroom assignments, including homework. In this instance, both parties are guilty of committing acts of academic dishonesty.
- Using any type of illegal aide for a test, quiz, or written work; including, but not limited to, cheat-sheets, electronic devices, the sharing of information between one student who has taken the test and another, or advanced information taken from a teacher answer key or assignment completed by another student.
- Copying tests, homework, essays, etc. In this instance, both the student copying the work and the student giving his/her work to be copied are guilty of committing acts of academic dishonesty.
- Talking during a test or quiz at any time.
- Accepting more than guidance and advice from others who support students in their work (parents, guardians, friends, tutors). Keene schools encourage the involvement of families and others in the support of students' academic progress, including homework and projects. However, the student must prepare the work and accept only guidance and advice from others. Suggested ways of assisting students: proof

reading or editing, and the students make corrections; offering advice to research information for accuracy; suggestions about project ideas or details.

KEENE SCHOOL DISTRICT

JFABC – CHILD FIND POLICY

The Keene School District ensures that all children with disabilities residing in the district, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.

KEENE SCHOOL DISTRICT

JFABE CHILDREN WITH DISABILITIES

The Board of Education recognizes its responsibility to provide a free and appropriate public education to all children with disabilities residing in the Keene School District as defined in Public Law 94-142 (Individuals with Disabilities Education Act), New Hampshire Rules for Education of Children with Disabilities, and New Hampshire Revised Statutes Annotated, Chapter 186-C. Revised:

KEENE SCHOOL DISTRICT

JKAA - USE OF RESTRAINTS AND SECLUSION

Category: Priority/Required by Law

The Intent of JKAA – The School Board intends to keep the policy regarding restraint and seclusion in compliance and up to date with New Hampshire Law.

Definitions:

1. (a) "**Restraint**" means restriction that immobilizes a person or restricts the freedom of movement of a person's torso, head, arms, or legs. It includes mechanical restraint, physical restraint and medication restraint. It is used to control behavior in an emergency situation. It is limited to actions taken by trained persons who are school or facility staff members, contractors, or otherwise under the control or direction of school facility.

(b) "Restraint" shall not include:

(1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(5) The use of force by a person to defend himself or herself or a third person from what the person reasonably believes to be the imminent use of unlawful force by a child, when the person uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the person does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. "**Medication restraint**" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

3. **"Mechanical restraint"** occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
4. **"Physical restraint"** occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.
5. **"Seclusion"** means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The location shall comply with all applicable life safety code requirements.
"Seclusion" shall not include:
 - (1) The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave.
 - (2) Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.
6. **"Substantial and Imminent Risk"** means the serious, imminent threat of bodily harm where there is the ability to enact such harm. Substantial and imminent risk shall exist only if all other less restrictive alternatives to diffuse the situation have been exhausted and have failed, or the level of risk prohibits exhausting other means.
7. **"Trained School Staff"** means those individuals who successfully complete and stay current in a training program that results in acquisition of skills in preventing restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.

Procedures for Managing the Behavior of Students:

The Superintendent is authorized to establish procedures for managing the behavior. Such procedures shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

Circumstances in Which Restraint May Be Used:

Restraint will only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

Restraint will only be used by trained school staff. The training program(s) that determine if staff are capable of using restraint will be determined by the Superintendent.

Restraint will only be used in the presence of multiple staff members where at least one of them is considered trained.

Restraint will not be as punishment for the behavior of a student.

Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm. No period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the principal to provide such approval.

No period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by a trained and authorized employee.

Circumstances in Which Seclusion May Be Used:

The School Board recognizes the statutorily imposed conditions of seclusions and hereby adopts those conditions, as defined by RSA 126-U:5-b. Please reference the procedures for JKAA on the specific details of conditions.

Seclusion may only be used for as long as a student's behavior poses a substantial and imminent risk of physical harm to the student or others.

Seclusion will be used only by trained school staff.
Seclusion will not be used as a form of punishment for the behavior of a student.

Prohibition of Dangerous Restraint Techniques:

The School Board recognizes and hereby prohibits the use of "dangerous restraint techniques" as defined in RSA 126-U:4. Please reference the procedures for JKAA on the specific techniques cited by the law.

Use of Restraint and Seclusion for Students with an Individualized Education Plan (IEP) or 504 Plan:

If an instance of seclusion or restraint occurs with a student with an Individualized Education Plan (IEP) or 504 Plan the school should review the IEP or 504 Plan and make adjustments to reduce or eliminate the use of seclusion or restraint in the future. A parent/guardian of a student with a disability can request a review of the plan and that review will be granted if there are multiple instances of seclusion or restraint since the last review of the IEP or 504 Plan.

Reporting Requirements and Parental Notification:

In the event restraint or seclusion is used on a student, the building principal will verbally notify the student's parents/guardian of the occurrence as soon as practical and no later than the time the student returns to their parent/guardian.

The employees involved in any event of seclusion or restraint will submit written notification by an "incident report" to their building principal within 5 business days after the occurrence. The notification shall contain all the requirements and information as mandated by RSA 126-U:7, II The building principal will provide a copy of the "incident report" to the Superintendent's office Please see the procedure for JKAA for specific details of reporting requirements.

Unless prohibited by court order, the Superintendent will, within 2 business days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent or guardian the information contained in the notification/report. Each notification/report prepared under this section shall be retained by the school for review in accordance with state board of education rules and the department of Health and Human Services rules.

If a school employee has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior, the building principal will make reasonable efforts to inform the student's parent or guardian as soon as possible, but no later than the end of the school day.

The notification and record-keeping requirements of paragraphs IV and V [of RSA 126-U:7] shall not apply in the following circumstances:

- a) When a child is escorted from an area by the way of holding the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the child is actively combative, assaultive, or self-injurious while being escorted, the requirements of paragraphs IV and V shall apply.
- b) When actions are taken such as separating children from each other, including a child to stand, or otherwise physically preparing a child to be escorted.
- c) When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to those requirements.

Please see the procedure for JKAA for specific details of reporting requirements.

Transportation: (RSA 126-U:12)

The school district will not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary. Seat belts, harnesses and car seats are exempt from being considered “mechanical restraints” in this policy.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

1. Prevents physical and psychological trauma;
2. Respects the privacy of the child; and
3. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.

NHSBA Note, September 2014: Numerous changes to this policy are necessitated by legislative changes to RSA 126-U. Changes include:

Title of policy has changed.

"Seclusion" added to definitions.

Section titled "Circumstances in Which Restraint May Be Used" amended and redrafted in its entirety.

Section titled "Authorization and Monitoring of Extended Restraint" deleted in its entirety.

New section titled "Circumstances in Which Seclusion May Be Used" added.

Section titled "Prohibition of Dangerous Restraint Techniques" amended and redrafted in its entirety.

New paragraph added to end of section titled "Reporting Requirements and Parental Notification."

Legal References:

RSA 126-U, Limiting the Use of Child Restraint Practices

Keene School District

**JICK – PUPIL SAFETY AND VIOLENCE
PREVENTION - BULLYING**

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

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

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

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

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

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

Any reference in this policy to “parent” shall include parents or legal guardians.

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

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

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

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

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

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

III. Statement Prohibiting Retaliation or False Accusations (RSA 193-F:4, II(b))

False Reporting

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

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

Reprisal or Retaliation

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

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or the Principal shall determine retaliation after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.

2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.

4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process to Protect Pupils from Retaliation

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

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

IV. Protection of all Pupils (RSA 193-F-4 II©)

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

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

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

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

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

Staff and Volunteers

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

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

Students

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

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

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and

education into the district's curriculum, but shall not be required to do so.

Parents

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

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

Additional Notice and School District Programs

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

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

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

Student Reporting

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

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that

may constitute bullying. For young students, staff members who provide direct assistance to that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the school day.

3. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the school day.

4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

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

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

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

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

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

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

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

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.

4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

- Description of incident, including the nature of the behavior; How often the conduct occurred;
- Whether there were past incidents or past continuing patterns of behavior;
- The characteristics of parties involved, (name, grade, age, etc.);
- The identity and number of individuals who participated in bullying behavior;
- Where the alleged incident(s) occurred;
- Whether the conduct adversely affected the student's education or educational environment;
- Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
- The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension granted, the Principal shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

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

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

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

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

Admonishment

- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

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

- Restitution
- Mediation
- Peer support group

- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

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

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(1))

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

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

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal’s decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal’s decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent’s decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.
 2. The procedures under RSA 193:13, Ed317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
 3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

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

The Superintendent of schools is responsible for ensuring that this policy is implemented. The Superintendent may establish additional procedures to facilitate the implementation of this policy.

XVII. Capture of Audio Recordings on School Buses

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

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

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

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

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