

STUDENT & PARENT HANDBOOK

AUGUST 2024 – JUNE 2025



Preparing today's learners for tomorrow's world

**ASHLAND ELEMENTARY SCHOOL
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Welcome

August 26, 2024

Dear Parents,

On behalf of the Ashland Elementary School staff, welcome! The purpose of this handbook is to acquaint you with the procedures and operation of our school; it is designed as a quick and easy reference guide. As it is impossible to predict every potential incident that may occur during the school year, this handbook has been written in general terms. Topics not addressed will be resolved by the administration with the students' best interest as a priority.

We encourage you to become part of your child's education by working with your child's teachers and monitoring your child's progress. Communication between home and school is a key factor in creating a successful school experience for all children.

Please know that you are always welcome at our school. We look forward to meeting and working with you as partners in your child's education. If you have any questions about this handbook or any other issues regarding our school, please contact us at 603-968-7622.

Sincerely,
Guy Donnelly
Principal

Ashland Elementary School Core Values

Our core values provide the foundation upon which members of our learning community build their lives.

- RESPECT**
- People who treat others with respect enable members of the community to feel valued.
 - Respectful people treat others as they want to be treated.
- INTEGRITY**
- People with integrity behave ethically and lead by example.
 - People with integrity are truthful and sincere.
- CITIZENSHIP**
- Good citizens demonstrate empathy for others which builds positive relationships.
 - Good citizens are supportive, dependable and reliable.
 - Good citizens care for the community and consider the needs of others as well as their own.
 - Good citizens work collaboratively within the community.
 - Good citizens are committed to justice, equal treatments of others and acceptance of diversity.
- RESPONSIBILITY**
- Responsible individuals are reliable, self-sufficient and take ownership of their actions.
- PERSEVERANCE**
- People who demonstrate perseverance work hard to overcome challenges.
 - People who demonstrate perseverance are determined and motivated to succeed.
 - People who demonstrate perseverance display a growth mindset.

Ashland Elementary School Commitment Statements

Regarding learners and learning, we expect:

- All learners will learn.
- Learners to earn success through their achievements.
- Learners to progress at different paces and learn in a variety of ways.
- Learners will demonstrate our core values.

As teachers, we will:

- Continue to be dedicated, enthusiastic lifelong learners.
- Build relationships that engage students in learning.
- Create a learning community where learners feel valued, safe and part of a group

As a learning community, we will:

- Build parent and community partnerships in support of our learners
- Provide a sense of family among our members
- Communicate interactively with all stakeholders to foster community support.

**Ashland School District
SCHOOL CALENDAR 2024 - 2025**

X = No School for Students ❄️ = Possible Snow Make-Up

August 2024 – 4 Days						
Su	Mo	Tu	We	Th	Fr	Sa
				X	X	3
4	X	X	X	X	X	10
11	X	X	X	X	X	17
18	X	X	X	X	X	24
25	26	27	28	29	X	31

September 2024 - 20 Days						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024 – 22 Days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	X	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024 – 17 Days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	X	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	X	X	X	30

December 2024 – 15 Days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	X	X	X	X	X	28
29	X	X				

January 2025 – 21 Days						
Su	Mo	Tu	We	Th	Fr	Sa
			X	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	X	21	22	23	24	25
26	27	28	29	30	31	

February 2025 – 15 Days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	

March 2025 – 21 Days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025 – 19 Days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	X	X	X			

May 2025 – 19 Days						
Su	Mo	Tu	We	Th	Fr	Sa
				X	X	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	X	27	28	29	30	31

June 2025 – 7 Days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	X	❄️	❄️	14
15	❄️	❄️	❄️	❄️	❄️	21
22	❄️	❄️	❄️	❄️	❄️	28
29	❄️					

School Board Meeting Dates:						
August 6, 2024						
September 3, 2024						
October 1, 2024						
November 5, 2024						
December 3, 2024						
January 7, 2025						
February 4, 2025						
March 4, 2025						
April 1, 2025						
May 6, 2025						
June 3, 2025						

Green = Teacher/Paraeducator Workshop Day

August 20, 21, & 22: Teacher Workshop Days
June 11: Teacher Workshop Day

Blue = First/Last Day of School & Early Releases

August 26: First Day of School
October 11: Early Release Day
November 26: Early Release Day
December 20: Early Release Day
January 24: Early Release Day
March 14: Early Release Day
April 25: Early Release Day
June 10: Tentative Last Day of School/ Early Release

Gray = Holidays and Recesses

August 30-September 2: Labor Day Weekend
October 14: Columbus Day/Indigenous People's Day
November 11: Veterans Day
November 27-29: Thanksgiving Recess
December 23-January 1: December Recess
January 20: Martin Luther King Jr. Day
February 24: – February 28: Winter Recess
April 28-May 2: Spring Recess
May 26: Memorial Day
June 12-30 Snow Make-Up Days (if necessary)

The School Board Meeting Calendar is subject to change. The most up-to-date version can be found at: <https://sau2.k12.nh.us/ashland-school-board>

School Day Time Schedule

7:30am – 8:00 am Cafeteria open ONLY for students who are eating breakfast.
7:40am Playground supervision begins for all students K-8.
8:00am School Day Begins

General Information

Registration Process

New students may be registered any time during the school year on a walk-in basis. To register, please come to the Ashland Elementary School office to obtain a Student Information Packet. Required forms are necessary before your child can start school.

Registration Materials for New Students Registering at AES

1. Student Registration Form **
2. Immunization Record **
3. Recent Medical Physical Report ** (within one year)
4. Birth Certificate **
5. Proof of Residency** (e.g. Utility bill, rental Agreement or AES Proof of Residency Form
(Please refer to Ashland School Board Policy JFA))
6. Parent Permissions Form
7. Residency Statement
8. Health and Development History (Kindergarten Students only)
9. Annual Health History Form
10. Medical and Emergency Authorizations Form
11. Copy of parent(s) license
12. Court records involving custody and/or guardianship

****REQUIRED FOR STUDENT TO START SCHOOL—Other documents must be received within one week of starting school.**

The following information is required from ALL students within one week of the start of the school year (this information is provided in student first day of school packets): Parents will be provided with an online updating option. Parents who do not use the online process will be required to return paper documents)

1. Updated Student Registration Form
2. Updated Parent Permission Form
3. Updated Annual Health History Form
4. Medical and Emergency Authorizations Form
5. Technology Acceptable Use Agreement
6. Technology Device Acceptable Use Agreement
7. Fluoride/Dental Program Form
8. Free/Reduced Lunch Program Form-
9. Residency Statement (including new proof of residency following an address change)
10. Handbook Acknowledgement Form
11. McKinney Vento Form
12. Student Dismissal Plan Form

Please note: additional forms could be added to student packets as needed.

All children between the ages of six (6) and eighteen (18) who reside in Ashland are required to attend public school unless enrolled in an approved non-public school or excused through a district-approved alternative educational program. Kindergarten pre-registration is scheduled each spring for students who reach the age of five on or before September 30th of the school year in which they are enrolling. If you are planning to move from Ashland, please contact us at least two weeks prior to moving. This will allow us to forward your child's records to the new school.

Student Information

At the beginning of the school year, parents will be asked to update their student(s) information using either the online student update process or by completing a paper Student Registration Form. We rely on the information provided on the Student Registration Form when we need to contact parents/guardians/emergency contacts during the year. As student information may change throughout the year, it is important for parents to notify the office of changes as they occur.

Parent/Teacher Communication

Parents and teachers are encouraged to communicate regularly throughout the school year. Effective communication is the basis for all learning and our primary responsibility as education professionals. Parent/Teacher communication is available through telephone calls, notes, e-mails, notices, conferences, informal meetings, and the school website which is www.aesk8.org. Conferences can be arranged before, during, or after school by appointment or as often as needed. Two evenings per year are set aside specifically for the purpose of parent/teacher conferences.

If you are concerned about any in-school incident, please contact the school for clarification. Only when all involved parties have complete and accurate information, can misunderstandings be avoided and problems corrected.

Duplicate Information

It is the practice of the Ashland School District to provide duplicate information to parents in split family situations. Parents are asked to request, in writing, duplicate information regarding student progress and school activities. The request should specify the address to which the information will be mailed. Homeroom teachers will note the request and forward it to the administration.

Student Health and Safety

Illness

1. Each school day, parents/guardians are expected to monitor their children's wellness before arriving at school. Individuals with illness or symptoms are to stay home.
2. Your child should stay home from school for fever of 100 degrees or higher, episodes of vomiting and/or diarrhea or persistent uncontrollable coughing. Please contact the school nurse to discuss his/her return to school.
3. If your child is staying home from school due to illness, please contact his/her health care provider as well as the school nurse. Please also contact the nurse if your child is diagnosed with a communicable illness such as strep throat, influenza or COVID-19.
4. If your child is diagnosed with strep throat he/she must be on antibiotics for 24 hours prior to returning to school. If your child is diagnosed with conjunctivitis (pink eye) or any other contagious illness, follow your primary care provider's instructions regarding return to school.
5. All students must have a recent physical by their child's primary care provider and immunizations must be up to date prior to entering school per State of NH School Immunization requirements.
6. Prescription medication cannot be given in school without a physician's order and parental consent. Contact the school nurse if your child will need medication during the school day, including emergency medications such as inhalers and epi pens. Medication orders and consents must be updated each school year.

Emergencies

It is important for the staff at Ashland Elementary School to have up-to-date medical information on all children. It is imperative to provide the school with names and daytime phone numbers of people who can be called when you are unavailable in the event of an illness or emergency with your child. In the event that neither parent nor alternate responsible person(s) is available and emergency medical care is deemed necessary, the child will be referred to their physician or the Emergency Room.

Health Screenings

Routine screenings are periodically conducted at school for height, weight, vision, and hearing. Dental screenings, cleanings and a preventative fluoride program are offered in school in conjunction with Speare Memorial Hospital. The dental screening is **NOT** a mandatory screening. Parents have the option to opt-out of the dental screening and should indicate this choice on the screening form.

Health Physicals

It is strongly recommended that students see their physicians every other year for a physical exam (per the recommendation of the American Academy of Pediatrics.) Sports physicals are offered through Plymouth Pediatrics to students in grades 5, 6, 7 and 8 who wish to participate on school athletic teams. Students who participate in sports at AES need to have a sports physical every two years.

Medication

All medication, prescription and non-prescription, must be brought into the school by an adult in an original pharmacy labeled bottle/package. A parental/guardian medication release form must be received and a physician's order prior to the student taking medication at school. Some over the counter medication is available with a parental/guardian pre-authorization. Please contact the school nurse if your child requires medication during the school day.

Head Lice Prevention

It is recommended that children be checked at home routinely for head lice. Please contact the school nurse if any are found, so other children may be checked at that time. (Checks may be of any entire class or of selected students.) Any student found to have lice or nits (eggs) will be informed privately. The family will be contacted regarding treatment.

Wellness Policy

The Board is committed to the optimal development of every student. The Board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment. The Board also recognizes that scientific research has identified a positive relationship among adequate nutrition, hydration, physical activity, and academic success.

The District seeks to provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. It is therefore the goal of the Board that the learning environment be aligned to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and physical activity.

Current wellness goals are incorporated into the policy.

(Please refer to Ashland School Board Policy JLCF)

Food Services

Café Services manages all food service operations this year. Café Services updates and information will be sent home with students on the first day of school. Parents will be notified by Café Services via email if their child(ren)'s lunch account(s) exceed their available balance. Parents will be called directly if the negative balance is not rectified in a timely manner.

All students eating at school will eat in the cafeteria. The teachers on duty are responsible for student management. Students are expected to conduct themselves in a proper manner.

Free and Reduced Breakfast/Lunch

Breakfast is available to purchase in the cafeteria between 7:30 am and 8:00 am. The cost for breakfast is \$2.00. The cost for lunch is \$3.25. The cost for milk only (students who bring a lunch from home) is .60.

Free and Reduced lunch forms will be sent home in your student's first day of school packet. If your family qualifies for the Free and Reduced Lunch program, you are encouraged to complete and return the form. This information is crucial to the allocation of grant funds for the school. Free and reduced breakfast/lunch forms are available through the school office and may be submitted and/or re-submitted if financial status changes at any time during the school year.

Parents may be randomly selected to participate in an audit. This is a federally mandated audit of the Free and Reduced School Breakfast/Lunch Program.

Should circumstances arise, even for a short period of time, please do not hesitate to contact the cafeteria staff or the school nurse. Arrangements can be made to assist you during difficult times.

Student Access to Food

Due to dietary concerns we ask students to bring their own snack and drink each day. Your child can also partake in the free vegetable/fruit snack program that is available to all students. Please discuss your child's lunch plans with them each morning. This will help them to be confident in their lunch plans. Children will be asked each day if they are having one of the hot lunch options or whether they have brought lunch from home. Monthly menus are sent home with students to help with your daily planning.

Lost and Found

Due to the large number of lost and found items, we ask that parents label all student belongings. Lost and found articles will be stored in a designated place as determined by the office staff. At the end of each term, all unclaimed articles will be donated to charity.

Policies and Procedures

Behavior Expectations

“Be the Example”

	Safe	Respectful	Responsible
Bus	<ul style="list-style-type: none"> ▪ Cross in front of bus ▪ Keep aisle clear ▪ Remain in your seat 	<ul style="list-style-type: none"> ▪ Model positive behavior ▪ Sit quietly ▪ Value others' personal space & property 	<ul style="list-style-type: none"> ▪ Be the Example ▪ Keep track of your belongings ▪ No food or drinks on the bus
Cafeteria	<ul style="list-style-type: none"> ▪ Stay seated while eating ▪ Use utensils appropriately ▪ Walk safely 	<ul style="list-style-type: none"> ▪ Use manners and inside voices ▪ Be kind and courteous ▪ Be inclusive (sit with others) 	<ul style="list-style-type: none"> ▪ Make healthy choices ▪ CUPS-Clean Up Personal Space ▪ 3R's—Reduce, Reuse, Recycle
Classroom	<ul style="list-style-type: none"> ▪ Follow classroom rules ▪ Use equipment appropriately ▪ Use materials appropriately 	<ul style="list-style-type: none"> ▪ Support & encourage others ▪ Participate appropriately ▪ Practice academic honesty ▪ Value others' learning needs 	<ul style="list-style-type: none"> ▪ Be on time & prepared ▪ DVB-Do Your Best ▪ Be an active learner ▪ Inspire excellence
Hallways	<ul style="list-style-type: none"> ▪ Walk on the right side ▪ Offer assistance to others 	<ul style="list-style-type: none"> ▪ Model positive behavior ▪ Pass quietly through the halls ▪ Value others' personal space & property 	<ul style="list-style-type: none"> ▪ Be the Example ▪ Keep hallways clean
Library	<ul style="list-style-type: none"> ▪ Follow Library rules 	<ul style="list-style-type: none"> ▪ Maintain a quiet atmosphere ▪ Use technology for academic purposes ▪ CUPS-Clean Up Personal Space ▪ Value others' personal space & property 	<ul style="list-style-type: none"> ▪ Use time productively ▪ Check in/out accordingly ▪ Care for resources properly ▪ Return resources on time
Playground	<ul style="list-style-type: none"> ▪ Use playground equipment appropriately ▪ Follow rules of games and team sports/activities ▪ Maintain appropriate level of intensity 	<ul style="list-style-type: none"> ▪ Model positive behavior ▪ Be inclusive and fair ▪ Play cooperatively ▪ Exhibit good sportsmanship ▪ Support & encourage all participants 	<ul style="list-style-type: none"> ▪ Follow rules of the game or activity ▪ Participate appropriately ▪ Maintain appropriate level of competition ▪ Return all equipment
School Events	<ul style="list-style-type: none"> ▪ Follow event rules 	<ul style="list-style-type: none"> ▪ Model positive behavior ▪ Be actively engaged ▪ Be positively involved ▪ Encourage and support all participants 	<ul style="list-style-type: none"> ▪ Be the Example ▪ Dress appropriately ▪ CUPS-Clean Up Personal Space

AES Behavior Expectations

Students are expected to exhibit safe, respectful & responsible behaviors at all times.

SAFE: Safe learners keep themselves and others out of danger.

RESPECTFUL: Respectful learners honor our community through their positive words and behavior.

RESPONSIBLE: Responsible learners are trustworthy, dependable and own their behavior

MINOR INFRACTIONS: Minor infractions include behavior that is not safe, respectful and responsible. Examples of minor infractions include but are not limited to:

- Disrespectful or defiant behavior
- Class disruption
- Inappropriate language
- Physical contact
- Property misuse
- Technology misuse

Staff will manage minor infractions following these steps:

Step 1: Staff gives student verbal redirect(s)

Step 2a: Staff gives the student a *Take a Break(s)* as needed and processes behavior with the student during this time, if appropriate.

Step 2b: If in class *Take a Break(s)* do not get the student back on track, Staff has the option to send the student to the Student Support Program for additional support.

Step 3: Staff may schedule a time to make up the instruction missed as a result of the inappropriate behavior (length of time to be determined by staff and may be served before or after school, during lunch recess or Middle Tier Flex). Staff notifies administration of the incident and contacts the student's parent/guardian by the end of that school day.

Minor behavior incidents that do not improve, change or stop as a result of Steps 1-3 become major infractions (see Step 4).

Step 4: Staff sends the student to the office. Administration determines appropriate consequences and communicates the incident with the student's parent/guardian.

MAJOR INFRACTIONS: Examples of major infractions include but are not limited to:

- Harassment/bullying
- Fighting/Physical aggression
- Lying/Cheating/Plagiarism
- Forgery/Theft
- Property Damage/Vandalism
- Technology misuse
- Use/Possession of Tobacco
- Use/Possession of Alcohol
- Use/Possession of Drugs
- False Alarm/Bomb Threat
- Use/Possession of Weapons

Major behavior incidents require students to immediately be escorted to the office. Administration determines an appropriate consequence and communicates the incident with the student's parent/guardian.

AES BEHAVIOR EXPECTATIONS: Playground

Students are expected to exhibit safe, respectful & responsible behaviors at all times.

MINOR PLAYGROUND INFRACTIONS:

Minor playground infractions include behavior that is not safe, respectful and responsible.

Examples of minor playground infractions include but are not limited to:

- Disrespectful or defiant behavior
Inappropriate language
- Physical contact
- Misuse of playground equipment
- Playing beyond the designated playground boundaries

Staff will manage minor playground infractions following these steps:

Step 1: Staff gives student a verbal redirect

Step 2: Staff gives the student a *Take a Break* by having the student sit out from the group activity/play for a short period of time. Staff processes behavior with the student during this

time then allows the student to return to playground activity.

Minor playground behavior incidents that do not improve, change or stop as a result of **Steps 1 & 2** become major infractions (see **Step 3**).

Step 3: Staff sends the student to the office. Administration determines appropriate consequences and communicates the incident with the student's parent/guardian.

MAJOR PLAYGROUND INFRACTIONS:

- Examples of major infractions include but are not limited to:
Harassment/bullying
- Fighting/physical aggression
Equipment
damage/vandalism
- Repeated warnings to stay within designated playground boundaries

Major playground behavior incidents require students to immediately be escorted to the office. Administration determines appropriate consequences and communicates the incident with the student's parent/guardian.

(Please refer to Ashland School Board Policy JICD, JIC and JIC-1)

Bullying and Cyberbullying Pupil Safety and Violence Prevention

General Statement of Policy

It is the policy of the Ashland School District that its students have an educational setting that is safe, secure, peaceful, and free from bullying and cyberbullying. The School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying as defined herein is prohibited. Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying and cyberbullying is prohibited. All students are protected regardless of their status under the law. Any person violating this Policy may be subject to disciplinary action up to and including expulsion. The Principal is responsible for the implementation of this Policy. (Please refer to Ashland School Board Policy JICK)

Any post online (texts, emails, social media, etc.) that is threatening, intimidating in nature, includes foul or disrespectful language, or can be considered sexual harassment is not acceptable. Consequences for students presenting evidence of this type of communication may be:

1st offense—One Day In School Suspension

2nd offense—Out of School Suspension

Student Dress Code Guidelines

The Ashland Elementary School District Board of Education recognizes that school dress significantly influences student behavior and that appropriate dress and grooming contribute to a productive learning environment as well as promote individual dignity. Students and parents are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate so as not to endanger their health, safety, or welfare, or that of others, or not to cause a disruption to the educational process.

Exceptions to the dress code may be made by the administration for special days, special events, or activities. The Dress Code Guidelines will be reviewed annually.

(Please refer to Ashland School Board Policy JLCA)

Standards

1. To ensure appropriate dress at school and all school activities, the following articles of clothing are not permitted:
 - a) See-through garments
 - b) Backless or strapless dresses
 - c) Halter-tops or any tops that expose cleavage
 - d) All students must have their shoulders entirely covered. (Sleeveless tops are allowed)
 - e) Bare-midriff tops—no crop tops
 - f) Clothing that fails to conceal under-garments
 - g) Shorts, skirts, or dresses that are shorter than mid-thigh
 - h) Clothing that is revealing
 - i) Jeans/Pants with excessive rips or tears
 - j) Jean/Pants with rips or tears higher than mid-thigh
2. Footwear shall be worn at all times. Footwear should not interfere with safe play and instructional activities. During PE in the gymnasium, all students must wear dry, non-marking sneakers. Wet sneakers, boots, dress shoes, flip-flops, and Crocs are **NOT PERMITTED** on the gym floor.
3. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols, or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, alcohol, violence or any unlawful acts are prohibited.
4. Hats, caps, and other head coverings shall not be worn inside.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the Principal or administration and verified in writing by a physician.
6. Items of clothing or accessories with spikes, safety pins, or chains, including wallet chains, are prohibited. Clothing or any attachments to clothing that could be considered weapons are not allowed.
7. Sleepwear or slippers may not be worn.
8. Excessive sagging or baggy pants are not to be worn. Undergarments may not be exposed.
9. Any clothing or accessory that inhibits the safety of the student or others is not permitted.
10. Outerwear is not to be worn in the classroom

Students who violate the Dress Code or disrupt the educational process due to their appearance will be asked to change their clothing.

Steps/Process for Dress Code Violations

1st offense students will be asked to change into appropriate attire and a Plan and Process will be submitted.

2nd offense students will be asked to change into appropriate attire, receive a Plan and Process and will serve a one-hour administrative detention.

3rd offense students will be asked to change into appropriate attire, receive a Plan and Process and will serve two one-hour administrative detentions.

4th offense will result in an in school suspension.

Students will go to the Student Support room until they are appropriately dressed and the teacher will notify the parent. Please contact Ashland Elementary School if you have any questions.

Electronic Devices

Students in grades K-4 are prohibited from having cell phones while at school. Students in grades 5-8 are prohibited from carrying cell phones while at school. They may, however, keep phones locked in their lockers. Electronic gaming devices are also prohibited at school. Prohibited electronic devices seen during the day will be confiscated and brought to the office, to be retrieved at the end of the day. Upon the second offense, devices must be retrieved by a parent/guardian at the end of the day. AES is not responsible for damaged, lost, or stolen cellphones.

(Please refer to Ashland School Board Policy JICL)

Technology Acceptable Use Agreement

Introduction

Ashland Elementary School provides technology and Internet access to its students for educational purposes only, offering vast, diverse, and unique resources to promote educational excellence. The staff at Ashland Elementary School blends thoughtful use of technology (i.e. personal learning devices) and the Internet throughout the curriculum and provides guidance and instruction to students in its use. At times, students will be able to move beyond the resources the staff has provided them, to Internet resources that have not been previewed by Ashland Elementary School staff. In these cases, students will be provided with guidelines to follow and abide by.

While Ashland Elementary School's intent is to make technology and Internet access available in order to work towards educational goals, students may find ways to access other materials as well. Even though Ashland Elementary School institutes technical methods or systems to regulate students' use of technology and Internet access, these methods cannot guarantee compliance with Ashland Elementary School's Acceptable Use agreement. Despite that, Ashland Elementary School believes that the benefits to students of access to technology and the Internet exceed any disadvantages.

The purpose of this document is to inform parents, guardians and students of the availability of technology and Internet resources, as well as the rules governing their use, and to obtain parental or guardian permission for an individual student to use technology, software, and the Internet while attending Ashland Elementary School.

Acceptable Use

Ashland Elementary School has installed and engaged Internet filtering software. The software is employed in compliance with both the Children's Online Privacy Protection Act (COPPA) as well as our belief that we must do our best to support our students' learning in a manner that supports the district mission and provides for them a safe learning environment. Use of filtering software

cannot guarantee that all inappropriate sites can never be accessed. However, it drastically reduces that opportunity.

The staff at AES will, to the extent possible, supervise technology and Internet access. However, parents and guardians must be aware that while at school, direct supervision by Ashland Elementary School staff of each student using the technology is not always possible. Thus, students are expected to use the resources in a manner consistent with this contract and will be held responsible for their use. Additionally, parents should discuss with their children their own expectations for their child's technology and Internet use.

Ashland Elementary School reserves the right to monitor students' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Students should have no expectation of privacy regarding their use of Ashland Elementary School property, technology, network and/or Internet access or files, including email. Access to Ashland Elementary School's network is a privilege, not a right, and access entails responsibility. By accessing the network, users have agreed to this policy, and must abide by the **following rules and guidelines**:

- o Students will not give out personal information about themselves or others such as their address, telephone number, age, and pictures of themselves or others, videos of themselves or others, parents' work address/telephone number, or the name and location of their school without their parents' permission.
- o Students will not agree to meet with someone they have met on the Internet without their parent's approval and participation.
- o Students will not access, transmit, upload, download or distribute pornographic, obscene, or sexually explicit material (including pictures and video) or language. If a student accidentally browses to an inappropriate web page, they must close the browser immediately and notify a teacher. They are not to call other students over to share the web page.
- o **Students will not share their account passwords with other students.** Students are responsible for any activity that happens in their account. If a student suspects that their computer account might have been compromised, they need to inform the school immediately. If a student does share a password with another student, the student is as responsible for any ensuing action as the person actually performing the action, and will be held accountable.
- o Students will not use an AES computer, personal learning device or any piece of technology to pursue "hacking," internal or external to Ashland Elementary School's network, or attempt to access information protected by privacy laws.
- o Students will not attempt to gain unauthorized access to any other devices or computer systems. This includes attempting to log in through another person's account, accessing another person's files, or the use of any type of remote desktop software to view another student or staff member's computer.
- o Students will not deliberately disrupt or harm devices, hardware or systems, interfere with technology or network performance, interfere with another's ability to use equipment systems, or destroy data.
- o Students will not use profane, abusive or impolite language when

communicating electronically over Ashland Elementary School's network or Internet with other students or staff members.

- o Students will not threaten, harass or make damaging or false statements about other students or staff members while communicating over Ashland Elementary School's network or Internet.
- o Students will properly use, care for and maintain all technology assigned to them.

(Please refer to Ashland School Board Policy JICL)

Software Terms of Use and Privacy Statement

Ashland Elementary School takes students' online privacy seriously. All online service and software vendors are vetted to comply, at a minimum, with COPPA. However, students must abide by vendor **Software Terms of Use** in order to help protect themselves.

AES Staff will help guide students in proper use of approved software and online services to protect their privacy. Students may only use online services and software that has been approved for use with their AES Google Apps for Education login or any additional login for online services and software provided by AES.

If a student wishes to use an online service or software beyond what has been approved for use, **they MUST obtain approval BEFORE creating or linking an account.** Ashland Elementary School will provide all *Terms of Use and Privacy notifications* to parents/guardians when such services or COPPA requires AES to do so.

Penalties for improper use

Use of the Ashland Elementary School network, technology and internet access is a privilege, not a right; misuse will result in the restriction or cancellation of a student's privileges. Misuse may also lead to disciplinary action, including suspension or criminal prosecution by government authorities. Ashland Elementary School will attempt to tailor any disciplinary action to the specific issues related to each violation.

Technology, educational software, and Internet access will not be granted to students until the Technology Acceptable Use Agreement SIGNATURE PAGE has been completed and returned to AES.

Data Governance and Security Policy

Ashland School District will develop and maintain a data a privacy governance plan which will be updated and presented to the School Board pursuant to RSA 189:66 V) (Please refer to Ashland School Board Policy EHAB)

School-Owned Property

It is expected that all students will demonstrate care and respect for all school property including any materials issued. It is the students' responsibility to maintain and return these materials in good condition

Safety/Civility

Members of the Ashland School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools free from disruptions

and prevent unauthorized persons from entering school grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his or her right to freedom of expression. Rather, the goal is to maintain, to the extent possible, a reasonable, safe, harassment-free workplace for our students and staff. In the interest of presenting teachers and other employees as positive role models, positive communication is encouraged. The District seeks public cooperation in this endeavor.

Attendance

Regular attendance and promptness to school are essential to a student's educational success. Persistent absenteeism and tardiness create genuine hardship for the student and are regarded as serious problems. Attendance history may be considered relative to promotion per Policy IKE.

(Please refer to AES School Board Policies IKE and Policy JH)

Absences

- Parents are asked to notify the school between 7:30 to 8:15) AM on the day that their child will be absent.
- A telephone check of non-accounted for, absent students will be made routinely. This procedure ensures that a child not in attendance is in a safe place and that the parent is aware of his/her absence.
- Students will have two school days to make up all assignments/tests.
- Students who have not been in school on a given day may not attend after school functions unless prior arrangements have been made.
- Students who are absent from school for personal reasons, such as family vacations, will be fully responsible for all missed work. With sufficient advanced notice, teachers will inform students of work and assignments the class will cover during their absence.

Please note that a student absence must be reported by a parent or legal guardian. Ashland Elementary staff cannot accept information pertaining to a student from any other party.

Frequent Absenteeism/Truancy

The school year consists of 180 school days. Any child who is absent 10 or more half days or 5 full days during the school year will be considered habitually truant. The Ashland Police Department will check unexplained, prolonged or repeated absences of habitually truant students. In the case of habitual truancy, the parent will be contacted regarding the number of absences to date. If absenteeism continues to be a concern, the administration will set up a meeting to discuss the concern and devise a plan. The Division of Children, Youth and Families (DCYF) may also be informed of educational neglect. A doctor's note may be required for illnesses lasting more than three days. (Please refer to AES School Board Policy JH and RSA)

Students who fail to attend school due to vacations, weather conditions or any other reason while school is in session, will be listed as absent and the day will be counted towards the 5 days of absence allowed by the State Law (RSA 193.1).

Early Dismissal

Requests for a student's dismissal from school will require a note from a parent/guardian prior to the beginning of the school day. The student will be called from class when the parent arrives at the office. Children will be dismissed only to the parents/legal guardians or anyone listed on the emergency forms.

Tardiness

Promptness is an important responsibility. Students who are tardy 5 or more days are considered habitually tardy. **Any student arriving at school after 8:00 must enter through the visitor's entrance and receive a late slip before going to his/her classroom. Repeated unexcused tardiness may result in disciplinary action. Students who are tardy five times within the school year are considered habitually tardy.**

The Ashland Police Department will check unexplained, prolonged, or repeated absences of habitually tardy students. In the case of habitual tardiness, the parent will be contacted regarding the number of times the student was tardy to date. If tardiness continues to be a concern, the administration will set up a meeting to discuss the concern and devise a plan. The Division of Children, Youth and Families (DCYF) may also be informed of educational neglect.

Upon the sixth time tardy, Middle Tier students will meet with the principal to discuss a logical consequence. All students who are tardy will be subject to this policy UNLESS they have a doctor's note excusing the late arrival.

Transportation

Arrival

Students should arrive at school between 7:40 and 8:00 am unless they are eating breakfast. Upon arrival, students have several options:

1. The AES cafeteria will open at 7:30 am ONLY for students who are eating breakfast. Staff will be on hand to supervise students until the 8:00 am start of the school day.
2. Students NOT having breakfast at school, should not arrive until 7:40 when staff will be on hand to supervise. These students should report directly to the playground. If your child arrives before 7:30 a.m., no adult supervision is provided.

Walkers

Walkers will arrive at school using the walkways and safe paths identified by the school.

Bicycles, Scooters, Skateboards, Roller Blades, etc.

Bicycles and other wheeled transports must be walked at all times on school grounds. Bicycles are to be parked in the bicycle rack provided. Students are required by law to wear helmets. The School District is not responsible for theft or damage.

Morning Drop Off

Drivers transporting students by private vehicles must follow the 10 mile per hour speed limit and follow the traffic circle in the upper parking lot, stopping only long enough for students to safely exit. **To help with traffic flow, parents are encouraged to remain in their vehicles.**

Bus students will be dropped off in the morning at the AES Main Entrance (double doors near cafeteria). Drivers please be aware! DO NOT pass the bus while students are unloading.

Dismissal Pick UP

Students are dismissed at 2:30 PM.

Bus riders are picked up at the Main Entrance.

Car pick up will be in a continuous moving line with pickup at the Main Entrance. Staff will escort the students to the vehicle. **To help with traffic flow, parents are encouraged to remain in their vehicles.** Please be mindful of the Safe Student Lane that runs the length of our school building. Vehicles that travel, cross into or park in that lane endanger the safety of our students.

Walker pick up/d dismissal is at the Ober entrance. Parents who pick up students as walkers should **NOT** be parking a car on the school grounds as we will have a lot of traffic with the car pickups. Staff will release the students when they have made visual contact with you.

School Bus

School bus transportation is provided to those students living more than one mile from school or if an obvious danger to a walking student exists. Students riding buses are supervised by the bus driver and become the responsibility of the Ashland School District from the time they board the bus to the time they leave the bus at their designated stop. Time spent on the school bus is considered an extension of the school day (as per New Hampshire RSA 189:9-A). Bus drivers have a great responsibility. School personnel and parents must work together with students to maintain the best possible student behavior on the bus.

The Ashland School District contracts with Durham Student Services. Any concerns or issues regarding student transportation should be communicated directly to the bus company.

Ashland School District will publish school bus pick up and drop off locations as well as estimated pick up and drop off times on its website once this information has been received from the bus company.

Parents/Guardians should plan to arrive at the bus stop ten minutes prior to the anticipated pick up and drop off times as there are many factors that can alter these times.

Students in grades K – 4 will not be dropped off if a parent/guardian is not visible at the bus stop. In those instances, the students will be returned to Ashland Elementary School and a parent/guardian must pick up the student at the school. Please be advised that if there are not any staff members available at the school, the students will be taken to the Ashland Police Station for parent/guardian pick up.

If a regular bus student is not planning to take the bus or is planning to get off at a different stop, written parental permission is required prior to riding the bus. Students who do not regularly take the bus but wish to do so on a particular day, must have written parental permission prior to riding the bus. **BE ADVISED: Verbal parent permission may be given ONLY in emergency situations**

Audio and Video Surveillance on School Buses

To assist in providing a safe and secure environment for all passengers, the Ashland School District may use audio and video surveillance recording on school buses or other vehicles used to provide transportation for District students. **(Please refer to Ashland School Board Policy ECAF)**

Bus Transportation (Sports)

Teachers/coaches need to make certain that all students who participate in off campus activities ride the bus to and from the activity that requires bus transportation.

Parents/guardians may transport their child(ren) home after off-site school events, upon clearing it with the coach/supervisor and signing the release form. Students may be dismissed to parents only, unless the school has received prior written notice of an alternate pick up person.

Bus Regulations

All students ride the bus at some point during the school year. Therefore, it is important for all students and parents to review the following bus rules.

Rules for Safe Student Transportation

1. Students will be at their stop ten minutes early and be ready to board the bus when it arrives.
2. Students will cross the road in front of the bus.
3. Students will remain seated in the same seat for the entire ride.
4. Eating/drinking on the bus is not allowed.
5. Students will not do anything to distract the bus driver.
6. Aisle will be kept clear at all times.
7. Students will not put anything out the windows.
8. Saving seats is not allowed.
9. Students are expected to respect and comply with the bus driver's request.
10. Seats may be assigned at the bus driver's request.
11. Animals/pets are not allowed on the bus.
12. Students may only get on/off the bus at their designated stop, unless they have written prior approval signed by the parent and the school.

Consequences

1. First Offense: Student will be given a verbal warning.
2. Second Offense: Student will receive a second warning and bus driver will assign a seat for a period of time. The driver will also notify the principal in writing. The principal will notify the parents. Disciplinary action may follow.
3. Third Offense: The bus driver will notify the principal in writing and disciplinary action will follow.
4. Fourth Offense: The student's bus riding privileges will be suspended for an extended period of time.
5. Serious infractions of the rules may result in immediate suspension of bus riding privileges.

Emergency Management Procedures

The Ashland School District has established an Emergency Management Plan to follow in the event of an emergency. The Emergency Management Plan procedures are posted in each classroom as a practical guide.

If an emergency occurs within the school, it is imperative that the school phone lines remain open. The superintendent's office will prepare and distribute a media fact sheet. Parents will be notified through the media in the same manner as they are notified due to inclement weather.

Safety Drills

The Ashland Elementary School is committed to providing an outstanding education in a safe and orderly environment. In an effort to keep your student and our staff safe, we implement several safety drills throughout the year.

Typically, the students will practice evacuation, shelter in place, clear and close, and lockdown drills. The staff work to prepare the students with detailed explanations of the various drill procedures. At the start of the school year, a copy of the Parent/Guardian Emergency Guide is sent home with students.

Families will be notified in advance of any scheduled lockdown drill, to provide you with an opportunity to further discuss the importance of this training with your child. Generally, the other drills do not require prior notification.

We will continue to provide you with on-going and consistent information pertaining to school safety issues. Please feel free to contact the principal with any questions or concerns.

School Closings and Delayed Openings

It is the Ashland School District's intent to keep school in session whenever possible. School cancellations take place only under extraordinary circumstances, such as extreme weather conditions.

When school is delayed due to weather, students should not arrive on campus until 9:30 a.m. THE EARLIEST. Information regarding school cancellation, delayed openings and early dismissals will be announced on WLNH FM 98.3, NHPR FM 89.1, and WMUR Channel 9. Additionally, all parents/guardians will receive a message from the school's automated system.

Visitors

Visitors are always welcome at Ashland Elementary School. To maintain safety, security, and smooth operation of the school, all visitors must enter through the designated visitor entrance. The visitor entrance is monitored throughout the school day. All other entrances will be locked during the school day. Visitors must sign in and be issued a visitor's pass. At the completion of the visit, the visitor must sign out and exit through the visitor's entrance. Visitors beyond the school day (before 8 am and after 3:00 pm) will enter through the Main Entrance (double doors near cafeteria) and must proceed directly to the Main Office to sign in and be issued a visitor's pass.

Volunteers

The District recognizes the valuable contribution made to the total school program through volunteer assistance. In working with a volunteer, the Principal or designee will clearly explain the volunteer's responsibilities within their specific volunteer role.

When selecting volunteers, Ashland Elementary School follows the guidelines published in the volunteer application packet. The use of a volunteer shall be requested by staff and approved by the Principal or designee. Staff members shall work with the Principal or designee in the assignment of duties and supervision of volunteers. Volunteers must complete a Criminal Background check, including fingerprinting, every three years.

(Please refer to Ashland School Board Policy IJOC and Policy GBCD)

Animals/Pets In School

For safety and health reasons, students will not be allowed to bring animals/pets into the school building.

Calendar Events

A monthly calendar of upcoming events will be compiled and issued to all students to bring home. Most major events and activities for the month will be published on this calendar.

This information and other classroom activities can also be found on our website (www.aesk8.org).

Fundraising

Ashland Elementary School sponsors a variety of fundraising activities throughout the school year. At various times of the year, classes participate in events to raise money for specific causes. Student participation is at the discretion of the parents. Funds raised are targeted for specific events that directly benefit students. Middle tier students raise funds to help defray the cost of class trips. Most fundraising events are listed on the monthly calendar.

Invitations

Invitations for birthday parties and/or any other celebrations should be mailed or handed out by parents before or after school. AES staff are not able to provide you with address information for other students, but they can provide you with a list of students' first names.

School Celebrations/Parties

Some classroom celebrations may include refreshments. These celebrations will take place after lunch and should consist of healthy snacks (eg: popcorn, pretzels). Commercially packaged snacks are preferred to ensure that we have the appropriate label for any food allergy concerns.

Per our Wellness Policy and food allergy concerns, most classroom celebrations should not focus on food to be shared with the classroom. Please contact your child's teacher for alternate ways to celebrate in the classroom.

Phones for Student Use

Phones available for student use are located in the office. Students are allowed to use the phones before and after school, during recess and during lunch with permission from a staff member.

Lockers and Locks

Based on availability, students will be assigned lockers at the beginning of the school year. It is the student's responsibility to use this locker for storage of school related materials only. Lockers should be cleaned of excess materials regularly and are subject to checks by school personnel when deemed necessary.

Title I

Title I is a federally funded program under the Elementary and Secondary Education Act (ESEA). The program is designed to support children in math and reading. AES has a school wide Title I program, which means that the Title I funding is used for all students in grades K – 8. The Title I teachers work closely with classroom teachers to monitor student progress in reading and math.

Parents are an important part of the Title I program. Parents are informed of their children's progress and are encouraged to participate in the learning process. As part of the Title I Parent Involvement Policy, parents, teachers, and students signify their commitment to this process by signing a written school-parent compact.

Accommodation Plan

Section 504 of the Rehabilitation Act of 1973

It is the policy of the Ashland School District not to discriminate on the basis of handicap or disability in its educational programs, activities, or employment policies, as required by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding Section 504 may be directed to the 504 Coordinator who is the School Counselor.

Accommodation Plans may be developed in cooperation with the student's parents and with the Section 504 Coordinator to address the needs of a child with a disability. The 504 Plan will outline accommodations a student may need within the educational setting. (Please refer to the Legal Notices in the addendum).

Special Education

State and federal special education laws (New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20 United States Code Sections 1400-1415) require that the Ashland School District offer a "free, appropriate public education" to all educationally disabled children.

A "free, appropriate public education" (FAPE) for educationally disabled children consists of specially designed instruction and educationally-related services in accordance with an

Individualized Education Program (IEP) developed by the Ashland School District in consultation with the student's parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the Ashland School District determine your child's eligibility. Such referrals should be addressed to the Director of Special Education, Ashland School District, SAU #2, 103 Main Street, Suite 2, Meredith, New Hampshire, 03253. See Legal Notices for more information.

Non-Discrimination

It is the policy of the Ashland School District that no individual shall, on the basis of race, color, creed, or sex be excluded from participating in, or denied benefit of, or be subject to discrimination under any educational program or activity of the District. It is also the policy of the Ashland School District that there shall be no discrimination in the recruitment and selection of personnel based on race, color, creed, or sex. The Ashland School District is an equal opportunity employer.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. (Please refer to Ashland School Board Policy JRA and the Legal Notices for more information.)

Tobacco, Drugs and Alcohol

The use, consumption, possession, or distribution of tobacco, e-cigarettes, alcoholic beverages, or drugs on school property or at any school-sponsored activity is prohibited. See Legal Notices for more information. (Please refer to Ashland School Board policy ADC/JICG and Policy JICH)

Title IX

All students and employees should be able to learn and work in an environment free from all forms of unlawful discrimination, including sexual harassment. The Ashland School District will not tolerate unlawful harassment of any type. See Legal Notices for more information.

Asbestos-Containing Materials Inspection

All buildings at Ashland Elementary School have been inspected for the presence of asbestos-containing materials. A written plan for the management of these materials has been developed. This plan is available for inspection at the Ashland Elementary School Office. Copies may be made upon request.

Weapons on School Property/Gun-Free Schools Act

Weapons are not permitted on school property at any time. Visitors, faculty, staff, and students are prohibited from bringing any weapon, whether visible or concealed, into any school building, onto school property, on a school bus, or at any school-sponsored event. (Please refer to Ashland School Board policy J1C1)

Safe School Zone

The Ashland Police Department and Ashland Elementary School have joined in a cooperative effort to provide a safe and healthy environment for the students, faculty, and staff at our school. This is in compliance with New Hampshire Law R.S.A. 193-D, Safe School Zone.

Everyone deserves the right to feel safe at school. In no way should a student threaten anyone, nor should he or she be threatened. The school and community must work together to make our school as safe as possible. People are entitled to be protected from criminal activity both on and off school property.

School and Police Communication

The police and school encourage open communication in dealing with issues concerning students where legally permissible.

Abuse/Neglect

It is the policy of the Ashland School District to comply with the requirements of RSA 169-C in reporting suspected child abuse and neglect. It is also the policy of the Ashland School District to cooperate with the New Hampshire Division for Children, Youth and Families (DCYF) and law enforcement agencies in investigations into alleged child abuse and neglect.

To comply with the Child Abuse Protection Act, it is the policy of the Ashland School District that if a teacher or other school employee suspects that a child has been abused or neglected, the teacher will immediately report this information to the principal or school counselor. The teacher will be required to make a report to DCYF with the support of the principal/school counselor.

Curriculum

Academics

The Ashland School District offers a comprehensive educational program. Learner outcomes based on state and national curriculum standards are available for all subjects taught. Curriculum development is an ongoing process with attention to all aspects of the child's development, in alignment with the New Hampshire State and Common Core Standards.

Homework

Homework assignments seek to challenge, reinforce, and encourage life-long learning. To be successful, there should be an equal partnership between home and school. Homework also serves to reinforce skills and information introduced in class; extends learning time for reading, enrichment, and long-term projects, and prepares students for upcoming lessons and discussions. Common homework guidelines and expectations developed by each team will prepare all students for high school and beyond.

Homework is:

1. An assignment to be completed by students outside class
2. Used to reinforce skills and classroom objectives
3. Designed to encourage independent learning
4. Related to students' needs and abilities
5. An opportunity for parents to become aware of their children's education

Teachers' Responsibilities:

1. Consider availability of materials for assignments
2. Assign homework according to age, maturity level, individual needs, and interests of the students
3. Be sure students understand and know how to complete assignments

Students' Responsibilities:

1. Know assignments
2. Complete and turn in assignments when due
3. Understand that failure to complete homework will affect progress

Parents' / Guardians' Responsibilities:

1. Provide a place to work
2. Compliment, encourage, and show an interest in students' work
3. Contact teachers if assignments are causing concern

Students in grades 2 – 5 may be provided with daily planners in which to record nightly and long-term assignments. Middle tier students will utilize an electronic organizer to track and manage their academic responsibilities.

(Please refer to Ashland School Board Policy IKB)

Make-up Work Due to Absences

All classwork/tests missed by absences must be made up within two (2) school days for each day absent.

Student Assessment Progress Reporting

Learning summaries are available online at the end of each term via ALMA. Parents are encouraged to set up their account as soon as possible to be able to access this information. Please contact the office with any questions regarding your ALMA account.

These standards-based reports describe student progress on specific learning outcomes in each content area. They include a list of targeted outcomes and a student's current level of performance, a progress comment, an evaluation of student effort in the classroom and attendance data.

Student Learning

In the *Student Learning Summary*, individual progress is assessed in two areas (Comprehension and Performance) and categorized by four levels:

Incomplete, Beginning, Developing Proficient and Advanced.

These levels are defined as:

	Comprehension	Performance	<i>Moving Forward</i>
I Incomplete	The learner failed to complete work before the end of the term/trimester.	The learner failed to complete work before the end of the term/trimester.	The learner failed to complete work before the end of the term/trimester.
B Beginning	Content and skills within this learning outcome are newly introduced.	Performance is characterized by attempts to try new skills with partial success.	More exposure to the material, direct instruction and modeling are required to further develop learner’s understanding of content and skills.
	Learner demonstrates limited understanding at this time.	Performance is inconsistent even with support, guidance, and modifications.	
D Developing	Learner demonstrates general understanding of content and skills within this learning outcome.	Performance is characterized by the ability to apply the skills with inconsistent success.	Support, guidance and continued direct instruction are required to reinforce learner’s application of content and skills.
	Continued reinforcement is required to move toward mastery.	Performance varies in consistency with regard to accuracy and quality.	
P Proficient	The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome.	Performance is characterized by the ability to apply the skills with consistent accuracy, quality, and independence.	The learner demonstrates sound thinking and independent application of the skills within this learning outcome and is ready for new content and skills to be introduced.
A Advanced	The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome.	Performance is characterized by the ability to apply skills and knowledge to new learning and/or unique situations using complex reasoning.	The learner initiates learning and application of skills and knowledge in new and more challenging situations.

Student Effort

In the *Student Learning Summary*, individual effort in each classroom is assessed in 2 areas (Preparedness for Class and Engagement in Class) and scored with a four point rubric: **1- Needs Significant Improvement, 2-Partially Proficient, 3-Proficient, 4-Excellent.** Rubric points are defined as:

	Preparedness for Class	Engagement in Class
4 Excellent	Always prepared with homework and material for class. Homework always demonstrates the learner's best effort.	Always actively listens, participates in class activities appropriately, and contributes regularly to class discussions. Uses technology appropriately as a learning tool.
3 Proficient	Consistently prepared with homework and material for class.	Consistently demonstrates active listening and participates in class activities appropriately. Consistent in appropriate use of technology as a learning tool.
2 Partially Proficient	Inconsistently prepared with homework and material for class.	Inconsistently engaged with the teacher, peers and the material being studied. Does not always participate in class activities appropriately or use technology as a learning tool.
1 Needs Significant Improvement	Rarely prepared with homework and material for class.	Rarely engaged with teachers, peers and the material being studied. Technology is not used as a learning tool.

Progress Comment

This section of the *Student Learning Summary*, teachers provide a detailed narrative about the individual student's progress on focus areas targeted during that term. It includes a description of the student's strengths and growth over the course of the term and identifies the content and skills that require continued instruction to reinforce the learning and move the student toward mastery.

Team Assignment

The student class/team assignment will be based on an assessment of their academic, chronological age, physical growth, social growth and emotional growth. Student success is a high priority and decisions made regarding the team assignment take this into consideration.

Student Information System

Teachers are responsible for entering daily attendance. Administrators are responsible for compiling student learning summaries, schedules, and detailed registration information contained within this system.

Honor Roll

Middle Tier students who earn an average proficiency score between 93–100% on all learning outcomes within a Trimester will receive **Honor Roll status**. Middle tier students who earn an average proficiency score between 85-92% with a Trimester will receive **Honors status**. Middle Tier student who earn an average proficiency score between 80- 84% with a Trimester will receive **On a Roll status**.

Learning Recovery Program

At AES, our goal is to create life-long learners who exhibit our core value behaviors and continuously strive to meet high academic expectations. In the event that a student is not successful in meeting those expectations, the Learner Recovery Plan is designed to help that student get back on the right track. This process gives all stakeholders the opportunity to work together to identify very specific steps to address the areas of concern within a definite time frame.

Programs

Guidance and School Counseling

Guidance and Counseling is an integral part of the school's educational program. It is implemented and organized by a certified school counselor with active involvement and support from parents, students, teachers, and administrators. The primary goal of the School Counseling Program is to promote and enhance student learning in the areas of academic, career, social, emotional and personal development. The School Counseling Program addresses student developmental needs from kindergarten through eighth grade. The primary delivery methods for the program are individual/group counseling, consultation, collaboration, case management and delivering classroom guidance lessons.

Assessment Programs

Students in grades 3 through 8 are required to take annual state mandated standardized assessments. NWEA is also administered to K-8 throughout the year. Students in grade 8 have the opportunity to take the PSAT. Additional screenings are administered as needed.

Student Support Program

The Student Support Program offers proactive interventions for social, emotional and/or behavioral challenges. The goal of the SSP is to help students improve their ability to manage emotions, increase emotional literacy and develop genuine social connections. The Student Support Specialist can help defuse frustration, anger, fear or other emotions that can interfere with learning and/or develop into negative behavior patterns. When a student identifies these feelings, he or she is able to develop a plan for self-management and adopt healthy coping strategies moving forward.

Students have the opportunity to check in with the Student Support Coordinator on a regularly scheduled basis or as needed. The Student Support Coordinator works closely with the School Counselor and other necessary faculty when developing plans for supporting students. In addition, the Student Support Coordinator will reach out to parents/guardians as needed to communicate about student progress.

Library Services

Students are welcome to explore all the treasures the Ashland Elementary School Library Media Center holds. There are books, magazines, computers, media, and more! It's a busy place, serving all students in grades K-8 and housing a collection of more than 9,000 titles. Networked computer stations are available for research, Internet access, and library catalog searches. The library has a fully automated circulation and catalog system that allows students and staff to access the library collection from any Internet capable computer. Students are expected to be financially responsible for damaged or missing materials. Library time is available for teachers to schedule visits for research and other activities. In addition, students K - 5 have a weekly library class.

Class Organization

Grades 6, 7, and 8 each have faculty advisors who work with students to plan and implement class activities, fundraising, and the culminating class trip.

National Junior Honor Society

The Ashland Chapter of the National Junior Honor Society (NJHS) welcomes new members each year. NJHS members work on various projects aimed at improving or contributing to their community. Students are eligible to apply for membership during the mid-point of the school year. The NJHS advisor will inform students on the process for applying.

Candidates for membership:

1. Are members of the 7th or 8th grade classes.
2. Are in good standing in all academic areas and are displaying a strong work ethic.
3. Complete a formal application process.
4. Display evidence of leadership, character, service, and citizenship.
5. Consistently demonstrate our Core Values.
6. Are selected based on faculty input.

Student Council

The Ashland Elementary School Student Council is comprised of representatives of middle tier students. The Student Council seeks to give students a share in the management of the school and an increased interest in school affairs. It is also used to help solve problems that may arise and to provide service to the school and community. Any student in grades 6-8 are invited to join Student Council. Officer elections are held in the spring for the following school year.

Band and Chorus

Ashland Elementary School offers chorus grades 6-8 and instrumental instruction for students in grades 4-8. Instruction customarily begins in grade four but can start later if a student so chooses. Ensembles offered include Beginning Band, Middle School Band, and Middle School Chorus. These groups join the elementary music program to perform in winter and spring concerts, and during other school activities.

Lessons, rehearsals, and ensembles are held at various times during school. Lessons held during the day do not impact academic classes.

Students may be selected to participate in Lakes Region Band and Lakes Region Chorus in the spring. Criteria are based upon performance and recommendation of the music teacher.

Athletics

The primary purpose of the Ashland Elementary School interscholastic athletic program is to promote the physical, social, and emotional well-being of the student participants.

Student athletes are expected to represent the school in a positive way by exhibiting good sportsmanship and conduct. They also accept the training rules, regulations, and responsibilities that are unique to an athletic program. Student athletes must be covered by health insurance.

Co-curricular/Academic Guidelines

Co-curricular activities typically occur outside the regular school day. Activities may include athletics, clubs, dances, winter program, etc. Students have the opportunity to participate in co-curricular activities..

Recess

Recess is an important part of an elementary student's physical and social education. It provides a much-needed change of pace and helps to enhance the development of social skills in a semi-structured supervised setting. If a child is well enough to attend school, he/she is normally well enough to participate in all regular school activities such as recess.

Students in grades K-5 have a mid-morning snack break and a break before/after lunch. Middle tier students have a flex time that includes lunch and a variety of options for academics and social interaction.

The playground presents an area where basic rules of courtesy must be observed to prevent physical and emotional harm. Students are expected to behave in a respectful, responsible, and safe manner. The duty teachers are responsible for student management (see page 8) and will take any necessary action to insure the well-being of all students. Any concerns while on the playground should be directed to a duty teacher immediately. Permission to leave the playground will be given by a teacher prior to the student departing.

The decision to have outside recess during cold weather depends on the temperature and wind chill factor. When the outdoor temperature/wind chill falls below 0o F, outdoor recess activities are held indoors. It is the parents' responsibility to see that their children come to school dressed appropriately for the weather each day. Because it is not healthy to wear boots in the classroom all day, students are encouraged to bring, or keep at school, a change of footwear.

Field Experiences

Each classroom teacher schedules field experiences to educational locations. As an integral part of the learning experience, participation is not optional.

Students must have a Field Trip Permission Slip completed and signed by a parent/guardian, before leaving school grounds. These field experiences are a privilege; all students are expected to follow the school rules and maintain school behavior expectations. Therefore, students must be in good standing in all of their classes in order to participate.

Teachers/coaches need to make certain that all students who participate in off campus activities ride the bus to and from the activity that requires bus transportation. Parents/guardians may transport their child(ren) home after off-site school events, upon clearing it with the coach/supervisor and signing the release form. Students may be dismissed to parents only, unless the school has received prior written notice of an alternate pick up person.

Field Experience Chaperone Guidelines

Teachers must ensure that there are adequate chaperones on every field trip (usually 1 chaperone for every 10 to 15 students). Since chaperones need to give their full attention to the students they are helping to supervise, they may not bring any other children on the field trip. The teacher in charge will give chaperones specific instructions and a list of the students they will be supervising.

All AES volunteers must have completed a criminal background check, including fingerprinting before volunteering or chaperoning. This includes Winter Recreation chaperones. These background checks must be updated every three years.

All Ashland School Board policies remain in effect during school field trips.

(Please refer to Ashland School Board Policy IJOC and Policy GBCD in the addendum)

Addendum Legal Notices and School Board Policies

General Handbook Disclaimer

It is not possible to cover every situation that may occur. Any questions or comments can be directed toward the Administrative Team. If a situation does occur that is not covered in this handbook, the Administrative Team will handle it case by case.

School Board Policies

For up to date School Board Policies referenced in this document, please visit <https://sau2.k12.nh.us/ashland-policies> or contact our office at 603-968-7622 for copies)

Parents Right to Know

The *Every Student Succeeds Act* (ESSA) law includes a section concerning “Parent’s There will be a change to our Daily Notices to parents/guardians. We will be sending out a WEEKLY NEWSLETTER instead of daily. The Weekly Newsletter will be emailed out on Friday mornings for the following week and will include information about upcoming AES events, field Trips, extra-curricular activities and athletics. If you would like to receive the Weekly Newsletter, be sure your current email address is on file by notifying the front office at djohnson@aesk8.org or by calling 603-968-7622.

Right to Know.” This part of the law covers information that schools need to share with parents. The following notes explain the rights of parents of Ashland Elementary School students:

- Parents can request information regarding the professional qualifications of their children’s classroom teachers concerning:
- Whether or not the teacher meets state certification for grade levels and subject areas taught.
- Whether or not the teacher is teaching under emergency or provisional certification.
- The degree major of the teacher and other graduate degrees.
- Parents can request information as to whether their child is provided services by paraprofessionals and if so, their qualifications.
- Schools shall provide information on the child’s achievement on state assessments.
- Timely notice shall be given when a child has been assigned to, or has been taught for four consecutive weeks by, a teacher who is not highly qualified

Children’s Online Privacy Protection Act (COPPA)

The Children’s Online Privacy Protection Act of 1998 (COPPA) is a United States federal law effective April 21, 2000 that applies to the online collection of personal information by persons or entities under U.S. jurisdiction from children under 13 years of age. It details what a website operator must include in a privacy policy, when and how to seek verifiable consent from a parent or guardian, and what responsibilities an operator has to protect children’s privacy and safety online including restrictions on the marketing to those under 13. Ashland Elementary School and its vendors operate in compliance with applicable COPPA regulations.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. (Please refer to Policy JRA)

FERPA Directory Information Notification

The Ashland School Board has approved the following information to be designated as directory information: name; address; date and place of birth; major field of study; dates of attendance; class schedule; participation in officially-recognized activities and sports; weight and height of members of athletic teams; degrees and rewards received; most recent previous educational agency or institution attended; and photograph.

Parents and students may refuse designation of any or all of the above categories of personally-identifiable information as directory information for specific students, provided that a written request to that effect is received by the building Principal by September 30 of each school year.

Special Education Notice of Rights

Pursuant to RSA 186-c:16-b (statute of limitations for special education cases).

The state and federal special education laws (New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20, United States Code, Sections 1400-1415) require that the Ashland School District offer a “free, appropriate public education” to all educationally disabled children.

These statutes define educationally disabled children as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma.

A “free, appropriate public education” consists of specially designed instruction and educationally related services in accordance with an “individualized education program” developed by the School District in consultation with the student’s parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the School District determine your child’s eligibility. Such referrals should be addressed to the Director of Special Education, Ashland School District, SAU #2, 103 Main Street, Suite 2, Meredith, New Hampshire, 03253.

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

1. Parents may examine all relevant records with respect to the identification, evaluation and educational placement of the child and the provision of a free, appropriate public education.
2. Parents may participate in meetings with respect to the identification, evaluation and
3. educational placement of the child and the provision of a free, appropriate public education.
4. Parents may obtain an independent educational evaluation.
5. The School District must adopt procedures to protect the rights of the child whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the State.
6. Such procedures may include the assignment of an individual who is not an employee of the School District or the State Department of Education to act as a surrogate for the child’s parents or guardian.
7. The School District must give the child’s parents or guardian prior written notice whenever the District proposes to initiate or change, or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free, appropriate public education. The School District must adopt procedures designed to assure that this notice fully informs the parents or legal guardian in their native language of all procedures available under Section 1415, unless it is clearly not feasible to do so.

8. The School District must adopt procedures that include the opportunity to present complaints with respect to any matter relating to the identification, evaluation or educational placement of the child or the provision of a free, appropriate public education to such child. The procedures must include an opportunity for mediation.
9. Whenever a School District receives such a complaint, the child's parents or guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the State Department of Education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to the U.S. District Court or to the New Hampshire Superior Court.

State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to New Hampshire Revised Statutes Annotated Section 186-c: 16-b, which became effective on May 1, 1992:

- a) Any action seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative hearing from the State Department of Education within two (2) years of the date on which the alleged violation was or reasonably should have been discovered. However, any action against a school district to recover the costs of a unilateral special placement shall be commenced by requesting an administrative hearing from the State Department of Education within ninety (90) days of the unilateral placement.
- b) Where the parent, legal guardian or surrogate parent has not been given proper notice of special education rights pursuant to Title 20, United States Code, Section 1415(b), including notice of the time limitations in New Hampshire Revised Statutes Annotated Section 186-C: 16-b, such limitations shall run from the time notice of those rights is
- c) properly given. The State Department of Education shall make available a model notice of rights which school districts may use as one means of complying with this notice requirement.
- d) An appeal from the State Department of Education administrative hearing officer's decision to a court of competent jurisdiction shall be commenced within one hundred twenty (120) days from receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
- e) Any action under Title 20, United State Code, Section 1415(e), seeking reimbursement from the School District for attorney's fees related to a request for an administrative hearing, shall be commenced within one hundred twenty (120) days from receipt of the State Department of Education administrative hearing officer's decision.
- f) Where a unilateral placement has been made without the School District of residence being offered a reasonable opportunity to evaluate the child and to develop an individualized education plan, reimbursement may not be sought from the School District for any costs incurred until the School District is given an opportunity to evaluate the child and to develop an individualized education plan.
- g) A court or administrative hearing officer can reduce or deny reimbursement if:
 - i. At the most recent IEP meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were

- rejecting the placement proposed by the public agency to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or
- ii. 10 business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information described in (f)(i) above;
 - iii. if, prior to the parents' removal of the child from the public school, the public agency informed the parents, through the notice requirements described in Title 20, United States Code, Section 1415 (b)(7), of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for such evaluation; or
 - iv. upon a judicial finding of unreasonableness with respect to actions taken by the parents.

For additional information regarding special education and special education laws, please contact the Director of Special Education, Ashland School District, SAU #2, 103 Main Street, Suite 2, Meredith, New Hampshire, 03253, (603) 279-7942.

Section 504 of the Rehabilitation Act of 1973

It is the policy of the Ashland School District not to discriminate on the basis of handicap or disability in its educational programs, activities or employment policies, as required by Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding Section 504 may be directed to:

Carrie Sanborn, 504 Coordinator

Lisa Holiday, Director of Student Services
 Ashland Elementary School
 1 Education Drive
 Ashland, NH 03217

Department of Education
 Region I
 540 McCormack Courthouse
 Boston, MA 02109-4557

Grievance procedures are available that provide for the prompt and equitable resolution of complaints alleging violations of Section 504. These may be obtained at the Office of the Superintendent of Schools, SAU #2, 103 Main Street, Suite 2, Meredith, New Hampshire, 03253, (603) 279-7947.

Non-Discrimination

It is the policy of the Ashland School District that no individual shall, on the basis of race, color, creed, gender or sex be excluded from participating in, or denied benefit of, or be subject to discrimination under any educational program or activity of the District. It is also the policy of the Ashland School District that there shall be no discrimination in the recruitment and selection of personnel based on race, color, creed or sex. The Ashland School District is an equal opportunity employer.

Student Drug and Alcohol Policy

The use or consumption of, possession of, or distribution of, alcoholic beverages or drugs on school property or at any school sponsored activity, on or off school property is prohibited. Students are also prohibited from attending school, school sponsored activities, on or off school property under the influence of any alcoholic beverage or any drug.

It is the intent of the School Board to control the use of alcoholic beverages or drugs by students during school and at any school sponsored activity regardless of whether the use or consumption of the alcoholic beverages or drug occurred on or off school property. This policy also applies to any student who is knowingly in the presence of such substances.

This policy does not apply to students who are administered prescription drugs at school in accordance with Ed 311.02 and district policy. Prescribed drugs shall be brought to the school nurse for safekeeping for the school day or while engaged in school-sponsored activities. The keeping and administering of medications shall be in accordance with Ed 311.02 and the School Board's policy adopted to implement Ed 311.02. (Please refer to Ashland School Board Policy JICH in the addendum)

Title IX-Sexual Harassment Policy & Grievance Procedure

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) provides that 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 financial assistance.

Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with, in order to fulfill job or school responsibilities, is not only illegal as a form of sex discrimination as defined by Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972 but also is a violation of this policy and will not be tolerated.

It is the policy of the Ashland School District that all students and employees should be able to learn and work in an environment free from all forms of unlawful discrimination, including sexual harassment. The Ashland School District will not tolerate unlawful harassment of any type.

Employees and/or students who believe they are the subject of harassment, or anyone having questions or concerns regarding harassment, are encouraged to contact one or more of the following individuals: (1) Student Services Coordinator (Title IX Coordinator), SAU #2, 103 Main Street, Suite 2, Meredith, NH 03253 (603) 279—7942; (2) any District Administrator; and (3) any District Principal/Assistant Principal.

Sexual Harassment Defined: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct of a sexual nature when:

Submission to that conduct or communication is made either explicitly or implicitly a term or condition of an individual's obtaining or retaining employment, or a position as an official; or obtaining an education; or submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an individual's employment or education; or that conduct or communication has the purpose or effect of unreasonably interfering with an

individual's educational or employment performance, or creates an intimidating, hostile, or offensive educational or employment environment.

Sexual harassment is not limited to requests for sexual favors in return for job or educational benefits. Sexual harassment may take the form of verbal abuse; leering, salacious gestures; inappropriate language; jokes of a sexual nature; any undesired touching or patting such as intentional brushing against a student or employee's body; demands for sexual favors accompanied by implied or overt threats concerning one's job, grades, letters of recommendations; the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters or cartoons; or graphic verbal comments about an individual's body, clothing or sexual activity.

Grievance/Complaint Procedure: The School District encourages the reporting party or complainant to use the report form available from the building Principal or available from the Superintendent's office. It is recognized that certain students, especially younger children, may not be able to submit a written complaint. In such cases, alternate methods of filing complaints such as tape recorders or note takers shall be made available. Victims of sexual harassment shall be afforded avenues for filing complaints, which are free from bias, collusion, intimidation or reprisal. Upon filing complaints, victims may request an investigator of their same gender and may be represented by any person of their choice.

A. Reporting Procedures

1. The building Principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent of Schools within 24 hours. If the report was given verbally, the Principal shall reduce it to written form within 48 hours and forward it to the
2. Superintendent. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.
3. If an employee or student is more comfortable bringing his or her concerns to a person other than the Principal or Superintendent, the employee or student should contact any District Administrator with whom he/she is comfortable.
4. Any school employee who receives a complaint of sexual harassment shall immediately notify the Superintendent of Schools. Failure to report a complaint of sexual harassment in a timely manner is a serious matter and may be subject to disciplinary action. Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grades or work assignments.

Right to Alternative Complaint Procedure: This policy/regulation does not deny the right of an individual to pursue other avenues of recourse that may include initiating civil action or seeking redress under state criminal statutes and/or federal law.

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

1. The New Hampshire Commission of Human Rights (603-271-2767) 2
Chennell Road, Concord, NH 03301
2. The Equal Educational Opportunity Office (Title IX) (603-271-3494)
New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301
3. Director, Office of Civil Rights
U.S. Department of Health & Human Services Regional Office (617 565-1340) 2250
JFK Federal Building, Boston, MA 02203-2100
4. Please see Ashland School Board Policy 4152 for full policy.

In accordance with RSA 189:13-L, all employees and volunteers for the Ashland School District shall undergo a background check. See the RSA for more details.

(Please refer to Policy JBAA and JBAA-R)

McKinney-Vento Liaison Roles & Responsibilities

Each school district must appoint a McKinney-Vento Liaison whose responsibility is to:

- **Identify homeless children and youth;** Liaisons should develop community relations, including but not limited to shelters, transitional housing organizations, local discount motels/hotels, local police departments and recreation departments to assist in identifying homeless students.
- **Help families and unaccompanied youth choose** and enroll in a school, after considering the families or youths' wishes, and provide them with notice of their right to appeal an enrollment decision that is contrary to their wishes.
- **Ensure the immediate enrollment** of children and youth experiencing homelessness, pending the resolution of any dispute that may arise over school enrollment or placement.
- **Assist in obtaining needed records;** help homeless children and youth who do not have immunizations, medical records, birth certificates, school records or other needed documents to obtain these.
- **Ensure that enrollment disputes are mediated** and provide information about the dispute process to parents and youth.
- **Ensure that children and youth receive educational services for which they are eligible,** including head start, even start and other public preschool programs and referrals to health care, dental, mental health and other appropriate services.
- **Inform parents and guardians** of the educational and related opportunities available to their children and provide them with meaningful opportunities to participate in that education.
- **Disseminate public notice** of educational rights.
- **Provide information about transportation services** to families and youth, and assist them in accessing transportation if necessary.
- **Provide annual awareness and sensitivity training** to all school staff, including administrators, counselors, social workers, teachers, secretaries, registrars, nurses, bus drivers, security staff, attendance officers, and federal

School Contact Person: Carrie Sanborn, School Counselor

