STUDENT & PARENT HANDBOOK
AUGUST 2019 – JUNE 2020
2007 & 2015 School of Excellence

Preparing today’s learners for tomorrow’s world

ASHLAND ELEMENTARY SCHOOL
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www.aesk8.org
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Welcome

August 26, 2019

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.

The following topics have been revised or should be reviewed by parents annually:

- School Day Schedule....................................................... Page 3
- Staff List ................................................................. Page 4
- Student Information ....................................................... Page 6
- Bullying and Cyberbullying Pupil Safety and Violence Prev... Page 12
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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 968-7622.

Sincerely,

Dr. Shannon Bartlett, Principal
Ashland Elementary School Core Values

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

HONESTY
● Honest people are truthful and sincere.

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.

CARING
● Caring people demonstrate empathy for others which builds positive relationships.

LOYALTY
● Loyal people are supportive, dependable and reliable.

CITIZENSHIP
● Citizens care for the community and consider the needs of others as well as their own.
● They work collaboratively within the community.

RESPONSIBILITY
● Responsible individuals are reliable, self-sufficient and take ownership of their actions.

FAIRNESS
● Fair people are committed to justice, equal treatment of others and acceptance of diversity.

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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00 am</td>
<td>Cafeteria and Library Media Center Open</td>
</tr>
<tr>
<td>7:40 am</td>
<td>Playground supervision begins</td>
</tr>
<tr>
<td>8:00 am</td>
<td>School Day Begins</td>
</tr>
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</table>

**Kindergarten Team Caring**
- Spears/Tower
- Grades 1 & 2 Team Honesty
  - Lambert/Wright

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:30 – 11:00</td>
<td>Academic Block</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>Recess</td>
</tr>
<tr>
<td>11:30 – 11:50</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:50 – 1:05</td>
<td>Academic Block</td>
</tr>
<tr>
<td>1:05 – 2:20</td>
<td>Specials</td>
</tr>
<tr>
<td>2:20 – 2:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Grades 2 & 3 – Team Integrity**
- Jones/Lindberg

<table>
<thead>
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<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:30 – 9:45</td>
<td>Specials</td>
</tr>
<tr>
<td>9:45 – 12:05</td>
<td>Academic Block</td>
</tr>
<tr>
<td>12:05 – 12:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25 – 12:50</td>
<td>Recess</td>
</tr>
<tr>
<td>12:50 – 2:30</td>
<td>Academic Block</td>
</tr>
<tr>
<td>2:30</td>
<td>Dismissal</td>
</tr>
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</table>

**Grades 4 & 5 – Team Respect**
- Avery/Wenhart

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:30 – 9:45</td>
<td>Specials</td>
</tr>
<tr>
<td>9:45 - 12:05</td>
<td>Academic Block</td>
</tr>
<tr>
<td>12:05 -12:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25 – 12:50</td>
<td>Recess</td>
</tr>
<tr>
<td>12:50 – 2:30</td>
<td>Academic Block</td>
</tr>
<tr>
<td>2:30</td>
<td>Dismissal</td>
</tr>
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</table>

**Middle Tier (Grades 6 – 8)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>Morning Meeting (M,W,F)</td>
</tr>
<tr>
<td>8:15 – 9:45</td>
<td>Learning Advisory (T, Th)</td>
</tr>
<tr>
<td>9:45 – 11:05</td>
<td>Academic Block</td>
</tr>
<tr>
<td>11:05 – 11:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:25 – 12</td>
<td>Mid-Day Flex</td>
</tr>
<tr>
<td>12 – 2:30</td>
<td>Academic Block</td>
</tr>
<tr>
<td>2:30</td>
<td>Dismissal</td>
</tr>
<tr>
<td><strong>Ashland School Board</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--</td>
</tr>
<tr>
<td>Mr. Glenn Dion</td>
<td>Mrs. Deb Boyer</td>
</tr>
<tr>
<td>Mrs. Sandra Coleman</td>
<td>Mr. Stephen Heath</td>
</tr>
</tbody>
</table>

### SAU #2 Staff (279-7947)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Mary Moriarty</td>
<td>Superintendent</td>
<td><a href="mailto:mary.moriarty@interlakes.org">mary.moriarty@interlakes.org</a></td>
</tr>
<tr>
<td>Mrs. Trish Temperino</td>
<td>Asst. Superintendent</td>
<td><a href="mailto:trish.temperino@interlakes.org">trish.temperino@interlakes.org</a></td>
</tr>
<tr>
<td>Ms. Elaine Dodge</td>
<td>Special Education Director</td>
<td><a href="mailto:elaine.dodge@aesk8.org">elaine.dodge@aesk8.org</a></td>
</tr>
<tr>
<td>Ms. Trisha Griffin</td>
<td>Speech Language Pathologist</td>
<td><a href="mailto:tgriffin@aesk8.org">tgriffin@aesk8.org</a></td>
</tr>
</tbody>
</table>

### Ashland Staff List (968-7622)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Kiki Abdul-Jabbar</td>
<td>In House Substitute Teacher</td>
<td><a href="mailto:kabdul-jabbar@aesk8.org">kabdul-jabbar@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Kelly Avery</td>
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</tr>
<tr>
<td>Dr. Shannon Bartlett</td>
<td>Principal</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Mr. Lester Brent</td>
<td>IT Support</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Mrs. Jackie Chapman</td>
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</tr>
<tr>
<td>Mr. Kent Chapman</td>
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</tr>
<tr>
<td>Ms. Sarah Clark</td>
<td>Special Education Assistant</td>
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</tr>
<tr>
<td>Mrs. Lis Coleman</td>
<td>Special Education Teacher</td>
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</tr>
<tr>
<td>Mrs. Kristin Demas</td>
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</tr>
<tr>
<td>Mr. Nick Gagnon</td>
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</tr>
<tr>
<td>Ms. Trisha Griffin</td>
<td>Speech &amp; Language Pathologist</td>
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</tr>
<tr>
<td>Mr. Kent Hardin</td>
<td>Café Services</td>
<td><a href="mailto:khardin@aesk8.org">khardin@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Dianna Johnson</td>
<td>Receptionist</td>
<td><a href="mailto:djohnson@aesk8.org">djohnson@aesk8.org</a></td>
</tr>
<tr>
<td>Mr. Brian Jones</td>
<td>Primary/Intermediate Team Teacher</td>
<td><a href="mailto:bjoness@aesk8.org">bjoness@aesk8.org</a></td>
</tr>
<tr>
<td>Ms. Hailey Kelley</td>
<td>Music Teacher</td>
<td><a href="mailto:hkelley@aesk8.org">hkelley@aesk8.org</a></td>
</tr>
<tr>
<td>Ms. Jamie King</td>
<td>Middle Team Social Studies Teacher</td>
<td><a href="mailto:jking@aesk8.org">jking@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Mary Lambert</td>
<td>Primary Team Teacher</td>
<td><a href="mailto:mlambert@aesk8.org">mlambert@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Sarah Lindberg</td>
<td>Primary/Intermediate Team Teacher</td>
<td><a href="mailto:slindberg@aesk8.org">slindberg@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Jennifer Lyford</td>
<td>Special Education Assistant</td>
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</tr>
<tr>
<td>Mrs. Jacqui McGgettigan</td>
<td>Office Manager</td>
<td><a href="mailto:jmcgettigan@aesk8.org">jmcgettigan@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Teresa Merrifield</td>
<td>Art/Family &amp; Consumer Teacher</td>
<td><a href="mailto:tmerrifield@aesk8.org">tmerrifield@aesk8.org</a></td>
</tr>
<tr>
<td>Mr. Zachary Morse</td>
<td>Physical Ed./Health/Athletic Dir.</td>
<td><a href="mailto:zmorse@aesk8.org">zmorse@aesk8.org</a></td>
</tr>
<tr>
<td>Ms. Alyssa Nelson</td>
<td>Title I Teacher</td>
<td><a href="mailto:anelson@aesk8.org">anelson@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Heidi Niles</td>
<td>Custodian</td>
<td>n/a</td>
</tr>
<tr>
<td>Mr. Morgan Niles</td>
<td>Custodian</td>
<td>n/a</td>
</tr>
<tr>
<td>Mrs. Lynne O’Brien</td>
<td>Special Education Teacher</td>
<td><a href="mailto:lobrien@aesk8.org">lobrien@aesk8.org</a></td>
</tr>
<tr>
<td>Mr. Tim Paquette</td>
<td>Maintenance Supervisor</td>
<td><a href="mailto:tpaquette@aesk8.org">tpaquette@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Diana Paul</td>
<td>Primary Team Teacher/Spec. Ed. Asst.</td>
<td><a href="mailto:dpaul@aesk8.org">dpaul@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Kassie Rhoades</td>
<td>Special Education Assistant</td>
<td><a href="mailto:krhoades@aesk8.org">krhoades@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Sue Rubbe</td>
<td>Nurse</td>
<td><a href="mailto:srubbe@aesk8.org">srubbe@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Carrie Sanborn</td>
<td>School Counselor</td>
<td><a href="mailto:csanborn@aesk8.org">csanborn@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Gail Spears</td>
<td>Primary Team Teacher</td>
<td><a href="mailto:gspears@aesk8.org">gspears@aesk8.org</a></td>
</tr>
<tr>
<td>Ms. Chrsdel Tower</td>
<td>Primary Team Teacher</td>
<td><a href="mailto:ctower@aesk8.org">ctower@aesk8.org</a></td>
</tr>
<tr>
<td>Mr. James Wenhart</td>
<td>Intermediate Team Teacher</td>
<td><a href="mailto:jwenhart@aesk8.org">jwenhart@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Megan Wright</td>
<td>Primary Team Teacher</td>
<td><a href="mailto:mwright@aesk8.org">mwright@aesk8.org</a></td>
</tr>
<tr>
<td>Mrs. Denise Zeman</td>
<td>Title I Teacher</td>
<td><a href="mailto:dzeman@aesk8.org">dzeman@aesk8.org</a></td>
</tr>
</tbody>
</table>
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. Parent Permissions Form
3. Immunization Record (copy)**
4. Recent Medical Physical Report
5. Birth Certificate (copy)**
6. Proof of Residency (e.g. Utility bill, or rental Agreement, note from landlord—Please see Policy JFA in addendum for additional information)**
7. Residency Statement
8. Home Language Survey
9. Health and Development History (Kindergarten Students only)
10. Medical History/Consent Form
11. Copy of parent(s) license**
12. Any 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):
1. Updated Student Registration Form
2. Updated Parent Permission Form
3. Updated Medical History/Consent Form
4. Technology Acceptable Use Agreement
5. Fluoride Dental Program Form
6. Flu Shot Permission Form
7. Free/Reduced Lunch Program Form-optional
8. Residency Statement
9. Attendance Statement
10. Handbook Acknowledgement 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 moving. This will allow us to forward your child’s records to the new school.

**Student Information**
At the beginning of the school year, students will bring home a Student Registration Form. Parents are requested to update the information from the previous year, sign the form, and return it to school. 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**
The school nurse monitors contagious illness trends and is interested in knowing if your child is absent due to vomiting/diarrhea or flue like illnesses (fever over 100 with cough or sore throat). Please keep your child home if he/she is showing the following symptoms:

- Vomiting or diarrhea within the past 24 hours
- Fever over 100 degrees within the past 24 hours even after taking medicine
- Fever over 100 degrees with cough or sore throat
- Pink eye drainage
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 his/her physician or the Emergency Room.

Health Screenings
Routine screenings are periodically conducted at school for height, weight, vision, hearing, and scoliosis. Dental screenings, cleanings and a preventative fluoride program are offered in school in conjunction with Speare Memorial Hospital.

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 middle school students who wish to participate on school athletic teams.

Medication
All medication, prescription and non-prescription, must be brought into the school by an adult in an original pharmacy labeled bottle/package. Your pharmacy will give you an extra labeled bottled upon request. A parental/guardian medication release form must be signed prior to the student taking this medication at school. Tylenol is available with a parental/guardian pre-authorization.

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.

Food Services
Café Services manages all food service operations this year. A new price list and other additional information about Café Services 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. Students whose lunch accounts reach a deficit of $10 will only be allowed to charge sun-butter and jelly sandwiches to their accounts, until funds are added to pay off the total accrued debt.

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 and will clean their eating areas when finished.
**Free and Reduced Breakfast/Lunch**
Free and reduced breakfast/lunch forms are available through the school office and may be re-submitted if financial status changes. 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.

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.

**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 December and again in June or as needed, all unclaimed articles will be donated to charity.
# AES Behavior Expectations

"Be the Example"

<table>
<thead>
<tr>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross in front of bus</td>
<td>Model positive behavior</td>
<td>Be the Example</td>
</tr>
<tr>
<td>Keep aisle clear</td>
<td>Sit quietly</td>
<td>Keep track of your belongings</td>
</tr>
<tr>
<td>Remain in your seat</td>
<td>Value others' personal space &amp; property</td>
<td>No food or drinks on the bus</td>
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<tr>
<td><strong>Cafeteria</strong></td>
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<tr>
<td>Stay seated while eating</td>
<td>Use manners and inside voices</td>
<td>Make healthy choices</td>
</tr>
<tr>
<td>Use utensils appropriately</td>
<td>Be kind and courteous</td>
<td>CUPS-Clean Up Personal Space</td>
</tr>
<tr>
<td>Walks safely</td>
<td>Be inclusive (sit with others)</td>
<td>3R's—Reduce, Reuse, Recycle</td>
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<tr>
<td><strong>Classroom</strong></td>
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<tr>
<td>Follow classroom rules</td>
<td>Support &amp; encourage others</td>
<td>Be on time &amp; prepared</td>
</tr>
<tr>
<td>Use equipment appropriately</td>
<td>Participate appropriately</td>
<td>DVB-Do Your Best</td>
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<tr>
<td>Use materials appropriately</td>
<td>Practice academic honesty</td>
<td>Be an active learner</td>
</tr>
<tr>
<td></td>
<td>Value others' learning needs</td>
<td>Inspire excellence</td>
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<tr>
<td><strong>Hallways</strong></td>
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<tr>
<td>Walks on the right side</td>
<td>Model positive behavior</td>
<td>Be the Example</td>
</tr>
<tr>
<td>Offer assistance to others</td>
<td>Pass quietly through the halls</td>
<td>Keep hallways clean</td>
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<td></td>
<td>Value others' personal space &amp; property</td>
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<tr>
<td><strong>Library</strong></td>
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<tr>
<td>Follow Library rules</td>
<td>Maintain a quiet atmosphere</td>
<td>Use time productively</td>
</tr>
<tr>
<td></td>
<td>Use technology for academic purposes</td>
<td>Check in/out accordingly</td>
</tr>
<tr>
<td></td>
<td>CUPS-Clean Up Personal Space</td>
<td>Care for resources properly</td>
</tr>
<tr>
<td></td>
<td>Value others' personal space &amp; property</td>
<td>Return resources on time</td>
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<tr>
<td><strong>Playground</strong></td>
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<tr>
<td>Use playground equipment appropriately</td>
<td>Model positive behavior</td>
<td>Follow rules of the game or activity</td>
</tr>
<tr>
<td>Follow rules of games and team sports/activities</td>
<td>Be inclusive and fair</td>
<td>Participate appropriately</td>
</tr>
<tr>
<td>Maintain appropriate level of intensity</td>
<td>Play cooperatively</td>
<td>Maintain appropriate level of competition</td>
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<tr>
<td></td>
<td>Exhibit good sportsmanship</td>
<td>Return all equipment</td>
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<tr>
<td></td>
<td>Support &amp; encourage all participants</td>
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<tr>
<td><strong>School Events</strong></td>
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<tr>
<td>Follow event rules</td>
<td>Model positive behavior</td>
<td>Be the Example</td>
</tr>
<tr>
<td></td>
<td>Be actively engaged</td>
<td>Dress appropriately</td>
</tr>
<tr>
<td></td>
<td>Be positively involved</td>
<td>CUPS-Clean Up Personal Space</td>
</tr>
<tr>
<td></td>
<td>Encourage and support all participants</td>
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</tr>
</tbody>
</table>
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 aggression/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 student Take a Break(s) as needed and processes behavior with student during this time, if appropriate.

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

Step 3: Staff schedules 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 student to the office. Administration determines appropriate consequence and communicates the incident with 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 immediately be escorted to the office. Administration determines appropriate consequence and communicates the incident with student’s parent/guardian.

**AES BEHAVIOR EXPECTATIONS: Playground**

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 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 aggression/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 student a *Take a Break* by removing student from group/play to stand with staff for a short period of time. Staff processes behavior with student during this time then allows 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 student to the office. Administration determines appropriate consequence and communicates the incident with 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 immediately be escorted to the office. Administration determines appropriate consequence and communicates the incident with student’s parent/guardian.*
Bullying and Cyberbullying Pupil Safety and Violence Prevention Policy 5149.1

I. 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.

II. BULLYING AND CYBERBULLYING DEFINED
1. Bullying/cyberbullying is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student, which:
   a) physically harms a student or damages a student’s property;
   b) causes emotional distress to a student; for the purposes of this Policy, the term “emotional distress” means distress that materially impairs the student’s participation in academic or other school-sponsored activities. The term “emotional distress” does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;
   c) interferes with a student’s educational opportunities;
   d) creates a hostile educational environment; or
   e) substantially disrupts the orderly operation of the school.
Bullying/cyberbullying includes actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors, beliefs or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

2. “Cyberbullying” is any conduct defined in paragraph 1 of this Section undertaken through the use of electronic messaging which includes, but are not limited to, telephones, cellular phones, computers, tablets, pagers, electronic mail, instant messaging, text messaging, and websites. Cyberbullying includes, but is not limited to, the following actions: harassing, teasing, intimidating, threatening, stalking or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site postings, including blogs or other use of technology.

3. Bullying and cyberbullying occurs when an action or communication defined in paragraphs 1 or 2 of this Section:
   a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
   b) occurs off school property or outside a school-sponsored activity or event, if the conduct interferes with a student’s educational opportunities or substantially disrupts the orderly operations of the school or school sponsored activity or event.
   c) “Parent” means parent, parents, or legal guardians.
   d) “Perpetrator” is a student who engages in bullying or cyberbullying.
e) “School property” is all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans, computers/technology.

f) “Victim” is a student against whom bullying or cyberbullying has been directed towards.

g) Bullying in violation of this Policy need not rise to the level of unlawful harassment under Title IX of the Education Acts of 1972, the Americans With Disabilities Act, Title VI, or the Rehabilitation Act of 1974.

III. RETALIATION OR FALSE ACCUSATIONS

No person shall retaliate or make false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying and cyberbullying. The School District will discipline any individual who retaliates or makes a false accusation or encourages others to retaliate or make a false accusation against a victim, witness, or anyone else who in good faith provides information, testifies, assists, or participates in an investigation, proceeding or hearing relating to an act of bullying and cyberbullying.

If a complaint or report is not made in good faith, the School District will take such disciplinary action deemed necessary and appropriate including but not limited to suspension, expulsion, or dismissal.

IV. POLICY NOTIFICATION/DISSEMINATION

1. Copies of this Policy shall be given to all employees, students and parents annually by publishing in the applicable handbook. Whenever new School District employees or students begin during the school year, they shall receive a copy of the appropriate handbook before commencing work or school attendance. The Superintendent or his/her designee shall also make all volunteers, and contractors who have contact with students aware of this Policy and provide them with a copy of this Policy.

2. The School District will post this Policy on the School District’s website.

V. TRAINING OF STAFF AND EDUCATING PARENTS AND STUDENTS

1. The Principal shall ensure the development of age-appropriate methods of discussing the meaning, substance, and application of this Policy with parents and students in order to minimize the occurrence of bullying and cyberbullying and to identify, respond to, and report incidents of bullying or cyberbullying. In support of this Policy, the Board promotes preventative educational measures to promote greater awareness of aggressive behavior, including bullying.

2. On an annual basis, the Principal shall ensure appropriate training for employees, school volunteers, and contractors who have contact with students for the purpose of preventing, identifying, responding to, reporting incidents of bullying and cyberbullying, and implementing this Policy.
VI. REPORTING PROCEDURES

Internal reporting:

1. Any student who believes he or she has been the victim of bullying/cyberbullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any School District employee. The Principal or School District employee will respect the confidentiality of the victim and the perpetrator(s) as much as possible, consistent with the School District’s legal obligations and the necessity to investigate allegations of bullying and cyberbullying and to take appropriate remedial disciplinary action when such conduct has been substantiated. However, no disciplinary action can be taken against a perpetrator solely on the basis of a confidential report.

2. Any school employee, volunteer, or employee of a company under contract with the School District, who has witnessed or has reliable information that a student has been subjected to bullying and cyberbullying shall report the incident to the student’s Principal. “ Reliable information” shall include a parent’s or student’s claim that a student is the victim of bullying or cyberbullying.

3. All reports must be documented on the School District’s Bullying/Cyberbullying Reporting Form. The victim or reporter shall provide copies of documents relating to the bullying and cyberbullying to the investigator. If a victim or reporter is either unwilling or unable to complete the School District’s Bullying/Cyberbullying Reporting Form, the school employee who receives the oral report will promptly fill out the School District’s Bullying/Cyberbullying Reporting Form, using, to the extent practicable, the reporter’s or victim’s own words to describe the alleged bullying and cyberbullying.

4. The Principal shall by telephone within forty-eight (48) hours of receiving the School District’s Bullying/Cyberbullying Reporting Form (except as provided below) that a report of alleged bullying and cyberbullying was received and is being investigated in accordance with this Policy, or in person, and followed up in writing, postmarked within forty-eight (48) hours by first-class mail notify the parent of the alleged victim and the alleged perpetrator. The Principal shall document the date, time, method, and location (if applicable) of the notification. The content of the notice shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.§1232g.

5. The Superintendent may, within the forty-eight (48) hour time period in paragraph 4 of this Section, grant the Principal a written waiver from the notification requirement if the Superintendent deems such waiver to be in the best interest of the victim or perpetrator. The waiver shall not negate the school’s responsibilities to comply with the remainder of this Policy.

VII. ANNUAL REPORT

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.
VIII. INVESTIGATION AND REMEDIAL ACTION

1) The Principal or his/her designee shall begin an investigation of the alleged acts of bullying or cyberbullying within five (5) school days of receiving the School District’s Bullying/Cyberbullying Reporting Form. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations, to determine whether bullying or cyberbullying occurred, and to identify the student(s) responsible for the acts. These procedures are intended to protect the rights of a victim and perpetrator.

   a) The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.

   b) Privacy rights of all parties shall be maintained in accordance with applicable laws.

   c) The Principal or his/her designee shall keep a written record of the investigation process.

   d) The Principal or his/her designee may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.

   e) The Principal or his/her designee shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.

   f) Consistent with applicable law, students may not be required to disclose or provide to the School District the student’s user name, password or other authenticating information to a student’s personal social media account. However, School District investigators may request a student or a student’s parent/guardian voluntarily share printed copies of specific information from a student’s personal social media account if such information is relevant to an ongoing investigation.

2) The Principal or his/her designee will complete the investigation within seven (7) school days after the Principal receives the School District’s Bullying/Cyberbullying Reporting Form, except in cases where the Superintendent grants a written extension. The Superintendent, if necessary, may grant an extension of the time period for the completion of the investigation for up to an additional seven (7) school days. The Superintendent shall notify all parties in writing of the granting of an extension. The Principal or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

3) To end bullying or cyberbullying and prevent its recurrence, the Principal or his/her designee will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-house suspension, out-of-school suspension, referral to the Superintendent to consider long-term suspension or expulsion, and/or referral to law enforcement. Any discipline imposed will be in accordance with and consistent with the School Board’s policies on student discipline.

4) Administrators have the discretion within the requirements of School District policies on student discipline, to determine appropriate disciplinary consequences and/or interventions for violations of this Policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student’s willingness to cooperate in the investigation and correct behavior; and the student’s prior disciplinary record.
5) Besides initiating disciplinary action, the Principal or his/her designee may also take other remedial action deemed necessary and appropriate to end bullying or cyberbullying, prevent its recurrence and to protect and support the victim. Remedial action includes but is not limited to requiring participation in peer mentoring, or other life skills groups; reassigning student’s classes, lunch periods or transportation; and/or offering appropriate assistance to the victim or perpetrator.

6) At the time a bullying or cyberbullying report is made, the Principal or his/her designee in consultation with the Superintendent, shall develop a strategy to protect all students from any kind of retaliation.

7) The Principal or his/her designee must document his/her investigation results in a written report. The investigation report shall include documentation of the statements/interviews of the victim, perpetrator, and witnesses. Copies of any documents or other evidence (e.g., electronic communications) obtained during the investigation shall be attached to the report. The Principal or his/her designee’s investigation report shall also include the Principal or his/her designee’s findings of whether the report of bullying or cyberbullying was substantiated and the reasons why the report was or was not substantiated. If the report is substantiated, the Principal or his/her designee shall include in the investigation report recommendations for remediating the bullying or cyberbullying and shall, when appropriate, recommend a strategy to protect student from retaliation. If the report is not substantiated as bullying or cyberbullying but the conduct violates school rules or policies, the Principal or his/her designee shall specify the school rules or policies violated and make appropriate recommendations to address the violations.

8) The Principal or his/her designee shall notify the Superintendent of all substantiated instances of bullying or cyberbullying.

9) Within ten (10) school days of completion of the investigation, the Principal shall notify the parents of the victim and perpetrator of the school’s remedial action. In accordance with FERPA, the School District may not disclose to the parents of victims the educational records of perpetrators which include but are not limited to the discipline and remedial action assigned to the perpetrators.

10) Since bullying or cyberbullying may begin again after several weeks or months have lapsed, the perpetrator in substantiated cases should be closely supervised. The victim should be encouraged to report any new problems to the Principal or his/her designee. The Principal or his/her designee should interview the victim regularly to make sure that there is no recurrence of bullying, cyberbullying, or retaliation. The Principal or his/her designee shall document all follow-up with the victim.

IX. FILE RETENTION

The Principal will maintain in a separate confidential file the original completed School District’s Bullying/Cyberbullying Reporting Form, investigatory interview notes and reports; findings made, the investigation report, including any decision and action; and other relevant investigatory materials. The Principal shall also maintain a copy of the file in the perpetrator’s education record and provide a copy of the file to the Superintendent.

X. APPEAL

For non-disciplinary remedial actions where no other review procedures govern, the parents of the perpetrator and victim shall have the right to appeal the Principal or his/her
designee’s decision regarding their student to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal or his/her designee’s decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, then the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent’s decision. The appeal shall state in writing why the appealing party is aggrieved, and the specific relief requested.


XI. RECORDINGS IN STUDENT DISCIPLINE MATTERS
Use of Recordings. The School District reserves the right to use video recording devices school buses and on School District property to ensure the health, safety and welfare of all staff, students and visitors consistent with current privacy laws.

XII. BULLYING AS ABUSE AND CRIMINAL CONDUCT
Under certain circumstances (e.g., physical harm/touching, or damage to property) bullying or cyberbullying may constitute a violation of the Safe School Zones Act or abuse under RSA 169-C, the Child Abuse Reporting Act. In such situations, employees, volunteers and contractors shall comply with provisions of the School District’s Policy concerning the Safe School Zones Act and the law which in part requires reporting to the Principal and requires the Principal to file a written report with the police within 48 hours and to notify the victim’s parents/guardian that a report has been filed.

XIII. SEXUAL HARASSMENT
Bullying or cyberbullying may constitute sexual harassment in which case it shall be subject to and be handled in accordance with the School District’s Sexual Harassment and Sexual Violence Policy, not this Policy.

XIV. IMMUNITY
A School Administrative Unit employee, School District employee, school volunteer, student, parent, legal guardian, or employee of a company under contract to the School District, School Administrative Unit, or chartered public school, shall be immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under RSA 193-F.

Legal Reference: Chapter 193-D Safe School Zones

Approved: 01/04/1
Revised: 04/01/1
Amended: 11/7/17
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 promotes individuality. 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. Ashland Elementary School dress and grooming codes shall be enforced on the school campus and at any school-sponsored activity.

Students, with the support of their parents, have the responsibility to cooperate fully with District clothing and grooming standards.

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.

Standards
To ensure adequate coverage of the body at school and all school activities, the following articles of clothing are not permitted:
- See-through garments
- Backless or strapless dresses, halter-tops or any tops that expose cleavage
- Tank tops, muscle shirts or sleeveless undershirts (Middle Tier Students ONLY) (Middle Tier students, grades 6-8, must have their shoulders covered)
- Bare-midriff tops
- Shorts, skirts, pants, and tops that fail to conceal under-garments
- Shorts, skirts, or dresses that are shorter than mid-thigh
- Clothing that is revealing
- Footwear shall be worn at all times. Footwear that interferes with safe play and instructional activities are inappropriate.
- 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.
- 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, or alcohol or any unlawful acts are prohibited.
- Hats, caps, and other head coverings (bandanas) shall not be worn inside.
- 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.
- 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 or hazardous are not allowed.
- Sleepwear or slippers may not be worn.
- Clothing should be clean and not have excessive rips or tears.
- Excessive sagging or baggy pants are not to be worn. Undergarments may not be exposed.
- Any clothing or accessory that inhibits the safety of the student or others is not permitted.

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**

1. **1st offense** students student will be asked to change into appropriate attire and an incident report will be filed.
2. **2nd offense** students will be asked to change into appropriate attire, receive a disciplinary referral and will serve a one hour administrative detention.
3. **3rd offense** students will be asked to change into appropriate attire, receive a disciplinary referral and will serve two one hour administrative detentions.
4. **4th offense** will result with in school suspension.

*Students will go to the Student Support room until they are appropriately dressed, teacher will notify 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.

**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.

While Ashland Elementary School’s intent is to make technology and Internet access available in order to further educational goals and objectives, 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:

Rules and Guidelines
- 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.
- Students will not agree to meet with someone they have met on the Internet without their parent’s approval and participation.
- 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.
- **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.

- 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.
- 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.
- 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.
- 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.
- 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.
- Students will properly use, care for and maintain all technology assigned to them.

Software Terms of Use and Privacy Statements
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 privacy governance plan which will be updated and presented to the School Board pursuant to RSA 189:66 V. Please see addendum for a copy of the policy.

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. Textbooks must be covered for the protection of the book. Students/Parents/Guardians will be billed for lost or damaged property.

Safety
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 and reasonable, a 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. Please be aware any student who misses more than 20 full days may not be eligible for promotion into the next grade.

Absences
1. Parents are asked to notify the school between 7:45-8:15 AM on the day that their child will be absent.
2. A telephone check of non-accounted for, absent students will be made routinely. This procedure insures that a child not in attendance is in a safe place and that the parent is aware of his/her absence.
3. Students will have two school days to make up all assignments/tests.
4. Students who have not been in school on a given day may not attend after school functions unless prior arrangements have been made.
5. 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 is required for illnesses lasting more than two days. Refer to Ashland School Board Policy 5113 and RSA in Addendum for more information.

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 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 serve a one hour administrative detention for each tardy throughout the remainder of the school year. 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 7:30 and 8:00 am. Upon arrival, students have several options:

- The AES cafeteria will open at 7:30 am. Staff will be on hand to supervise students until the 8:00 am start of the school day. Students may play on the playground, after 7:40 am, when staff will be hand to supervise.
• Middle Tier students (grades 6 – 8) have the additional option to go to the Library Media Center from 7:30 until 8:00 am. This opportunity allows students to read quietly, utilize library resources, catch up on homework or access WIFI capabilities in a structured, supervised setting before the start of a busy school day.

**When 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. **Vehicles CANNOT be left unattended in the drop-off zone.**

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

**Dismissal**

Students are dismissed at 2:30 PM. **Drivers picking up students should park in the back parking lot (next to the playground).** Students walking home will exit the building from the Primary (Ober) Wing doors and follow the walkway provided. **Vehicles CANNOT be left unattended in the drop-off zone during dismissal.**

Parents/Guardians who are repeatedly late in picking up children at the end of the day should note that we will communicate that information to the Division of Child Youth Services.

Bus students will meet the bus at the AES Main Entrance (double doors near cafeteria)

**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 Policy JICD in the addendum for additional information.

**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. Families will receive a copy of the Parent/Guardian Emergency Guide in the beginning of the year student information packet.

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
In accordance with emergency regulations, and to insure the safety of students, unannounced practice safety drills will be conducted throughout the school year. When the alarm sounds, all students are to follow the instructions given by their teacher. Attendance will be taken as soon as students reach the designated area(s).

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 9:30am AT THE EARLIEST. Breakfast is not served at AES on delayed opening days. 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.

Please notify the AES Main Office immediately if your contact information changes at any time during the school year.
Visitor Guidelines
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 (Policy IJOC)
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 responsibility.

The Principal shall be responsible for developing and implementing procedures for the selection and utilization of volunteers. It shall be the responsibility of the Principal or designee to determine the status of the volunteer and the subsequent level of orientation and training needed.

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 shall:
A. Complete an application form providing background information, in accordance with Policy GBCD, Background Investigation and Criminal History Records, and provide personal references.
B. Serve in the capacity of helpers and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.
C. Sign and comply with the terms of confidentiality agreement, and discuss the performance or actions of a student only with the student's teacher, counselor or principal.
D. Refer any student problem that arises, whether of an instructional, medical, or operational nature, to a regular staff member.

Principal or Designee will:
A. Ensure orientation is provided that will include:
   1. General job responsibilities and limitations;
   2. Information about school facilities, routines, and procedures;
   3. Safety protocols;
   4. Work schedule and place of work;
   5. Expected relationship to regular staff.
B. Provide appropriate training at the building level, consistent with the volunteer’s tasks and existing district standards. This training shall be developed under the leadership of the Principal or designee.
C. Evaluate and provide acknowledgment for the volunteer’s services.
Volunteers shall only function under general supervision of a school employee.

Written: 01/30/98
Approved: 05/05/98
Reviewed: 07/01/03; 05/04/04
Amended: 09/04/07
Approved: 08/04/15
Amended: 06/04/19

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.

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. Students in grades 5-8 will be issued a combination lock at the beginning of the school year. It is the student’s responsibility to use this locker for storage of school related materials only. Students in grades 5-8 must keep their lockers locked at all times and are responsible for the lock itself. A fee for lost locks will be owed by parents at the end of the school year. Both locks and lockers are the property of the school. 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 student 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. Title I will host several special events throughout the school year to further engage parents in their child(ren)’s learning.

**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 Guidance Counselor. Accommodation Plans may be developed in cooperation with the student’s parents and the Section 504 Coordinators to address the needs of a child with a disability. The 504 Plan will outline accommodations a student may need within the educational setting. See Legal Notices for more information.

**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) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. See Legal Notices for more information.
**Tobacco, Drugs and Alcohol**
The use, consumption, possession, or distribution of tobacco, alcoholic beverages, or drugs on school property or at any school-sponsored activity is prohibited. See Legal Notices for more information.

**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. See Legal Notices for more information.

**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**
To comply with the Child Abuse Protection Act, it is the policy of the Ashland School District that any teacher or other school employee who suspects that a child’s physical or mental welfare may be adversely affected by abuse or neglect shall report to the principal and/or guidance counselor. Said teacher (or other school employee), as a mandatory reporter by law must file an official report with DCYF.
ACADEMICS

Curriculum
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 growth and 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.

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**

*Student Learning Summaries* are provided at the end of each six week term. These standards-based reports describe student progress on specific learning outcomes in each content area. They include a list of targeted outcomes and 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: **Beginning**, **Developing**, **Proficient** and **Advanced**. These levels are defined as:

<table>
<thead>
<tr>
<th>Level</th>
<th>Comprehension</th>
<th>Performance</th>
<th>Moving Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Content and skills within this learning outcome are newly introduced.</td>
<td>Performance is characterized by attempts to try new skills with partial success.</td>
<td>More exposure to the material, direct instruction and modeling are required to further develop learner’s understanding of content and skills.</td>
</tr>
<tr>
<td></td>
<td>Learner demonstrates limited understanding at this time.</td>
<td>Performance is inconsistent even with support, guidance, and modifications.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Learner demonstrates general understanding of content and skills within this learning outcome.</td>
<td>Performance is characterized by the ability to apply the skills with inconsistent success.</td>
<td>Support, guidance and continued direct instruction are required to reinforce learner’s application of content and skills.</td>
</tr>
<tr>
<td></td>
<td>Continued reinforcement is required to move toward mastery.</td>
<td>Performance varies in consistency with regard to accuracy and quality.</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome.</td>
<td>Performance is characterized by the ability to apply the skills with consistent accuracy, quality, and independence.</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome.</td>
<td>Performance is characterized by the ability to apply skills and knowledge to new learning and/or unique situations using complex reasoning.</td>
<td>The learner initiates learning and application of skills and knowledge in new and more challenging situations.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Preparedness for Class</th>
<th>Engagement in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Always actively listens, participates in class activities appropriately, and contributes regularly to class discussions. Uses technology appropriately as a learning tool.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Consistently demonstrates active listening and participates in class activities appropriately. Consistent in appropriate use of technology as a learning tool.</td>
</tr>
<tr>
<td></td>
<td>Always prepared with homework and material for class. Homework always demonstrates learner’s best effort.</td>
<td>Consistently prepared with homework and material for class.</td>
</tr>
</tbody>
</table>
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 timeframe.

**Learner Recovery Plan: Intermediate Tier**

**Step 1:** Teacher has concerns that student is not meeting core value behaviors and/or academic expectations.
Teacher communicates situation to student's Parent/Guardian
Teacher communicates situation to Intermediate Team by submitting a Learning Recovery Plan

**Step 2:** Homeroom teacher sets up meeting with Intermediate Team & student to discuss issues
- Intermediate Team & student create a 2 week Learner Recovery Plan Contract
- Homeroom teacher follows up with parents and mails them a copy of the LRPC
- Homeroom teacher communicates terms of LRPC to student’s Co-Curricular Advisor(s)

**Step 3:** Terms of Learner Recovery Plan Contract
- Student has 2 weeks to complete the steps for improvement outlined in the LRPC
- During those 2 weeks, student is on Academic Probation (AP); he/she cannot participate in co-curricular activities.

**Step 4:** End of Learner Recovery Plan Contract
- If student does not complete the contract, he/she can no longer participate in any co-curricular activities for the remainder of the trimester.
- If student does complete the contract, he/she can participate fully in co-curricular activities, contingent upon weekly check-ins between Homeroom teacher and Intermediate Team.
- If weekly check-in indicates student is not continuing to uphold the terms of the contract, student reverts to probationary status and remains there on a week-to-week basis until the learning rotation ends.
- If student is still on AP when the learning rotation ends, he/she completely forfeits participation in co-curricular activities for the remainder of the trimester.

**Learner Recovery Plan: Middle Tier**
Middle tier students must attend Homework Support during Flex to complete unfinished homework assignments. Those assigned to Homework Support 3 times in one trimester are put on a mandatory Learner Recovery Plan.

**Step 1:** Teacher has concerns that student is not meeting core value behaviors and/or academic expectations.
- Teacher communicates situation to student’s Parent/Guardian
- Teacher communicates situation to student’s Learning Advisor by submitting a Learning Recovery Plan

**Step 2:** Learning Advisor sets up meeting with teacher & student to discuss issues
- Learning Advisor, teacher & student create a 2 week Learner Recovery Plan Contract, which includes mandatory after-school support sessions.
- Learning advisor follows up with parents and mails them a copy of the LRPC
• Learning Advisor communicates terms of LRPC to student’s Coach, Co-Curricular & Class Advisor(s)

**Step 3:** Terms of Learner Recovery Plan Contract
• Student has 2 weeks to complete the steps for improvement outlined in the LRPC
• During those 2 weeks, student is on Academic Probation (AP); he/she continues to practice with athletic team but **CANNOT PARTICIPATE IN GAMES or CO-CURRICULAR ACTIVITIES**

**Step 4:** End of Learner Recovery Plan Contract
• If student does not complete the contract, he/she can **no longer participate** in athletics for the remainder of the season, or in any co-curricular activities for the remainder of the trimester.
• If student does complete the contract, he/she can participate fully in athletics and/or co-curricular activities, contingent upon weekly check-ins between teacher & Learning Advisor.
• If weekly check-in indicates student is not continuing to uphold the terms of the contract, student reverts to probationary status and remains there on a week-to-week basis until the module ends.
• If student is still on AP when the module ends, he/she completely forfeits participation in athletics for the remainder of the season, and co-curricular activities for the remainder of the trimester.

**PROGRAMS**

**Responsive Classroom**
As part of the social curriculum all classes follow The Responsive Classroom model which promotes academic and social excellence. Teaching strategies maximize the integration of social and academic learning in every aspect of the school day. The Responsive Classroom model is used to help create learning environments where children thrive academically, developmentally, socially, and emotionally.

Each school day begins with Morning Meeting consisting of greetings, sharing, learning activities, and daily messages. Other components of The Responsive Classroom model include rules and logical consequences, guided discovery, academic choice, classroom organization, and family communication strategies.

The Responsive Classroom model is based on the following set of social skills (CARES) that children need to be successful academically and socially:
• Cooperation
• Assertion
• Responsibility
• Empathy
• Self-control
**Guidance and 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.

A primary goal of the School Counseling Program is to promote and enhance student learning in the areas of academic, career, social, and personal development. The School Counseling Program addresses student developmental needs from kindergarten through eighth grade. The primary delivery methods for the program are counseling, consultation, collaboration, case management, guidance curriculum, and program evaluation.

**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. Additional screenings are administered as needed.

**Student Support Program**
The Student Support Program is a proactive program to help students identify feelings. Our goal is to defuse frustration, anger, fear, loneliness or other feelings that could develop into negative behavior. It is our hope that when students have the opportunity to discuss these feelings it will eliminate acting out in an inappropriate manner. We believe when a student recognizes these feelings they are able to deal with them in a positive way.

Students are scheduled to check in with the, Student Support Coordinator, on a regular basis. This scheduled time allows the student to discuss any concerns. It is also an opportunity to improve their organizational skills. These students will ask the teacher’s permission to meet with the Student Support Coordinator if they feel they are unable to maintain proper classroom, recess or lunchroom behavior.

**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 in the school or at home.

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 in Kindergarten through grade five have a weekly library class.

Middle Tier students (grades 6-8) have the additional option to go to the Library Media Center from 7:30 am until 8:00 am. This opportunity allows students to read quietly, utilize library resources, catch up on homework or access WIFI capabilities in a structured, supervised setting before the start of a busy school day.
**Class Organization**
Grades 6, 7, and 8 each have their own faculty advisors who work with students to plan and implement class activities, fundraising, and the culminating class trip. Students also have a Learning Advisor for the duration of their time in the Middle Tier. Learning Advisors work closely with students, staff, and parents to ensure a successful Middle Tier experience.

**National Junior Honor Society**
The Ashland Chapter of the National Junior Honor Society (NJHS) welcomes new members each year. The NJHS advisor informs students of their eligibility to apply for membership during Term 3 (the mid-point of the school year). Candidates for membership:
1. Are members of the 7th or 8th grade classes.
2. Are in good standing in all academic areas.
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 inter-scholastic 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 recreation program, etc. Students in the various grades have the opportunity to participate in co-curricular activities.

_Students in good academic standing are eligible to participate in all special and 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 60 minute 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 0°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 interesting and 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.
Volunteer/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 Ashland School volunteers must have completed a criminal background check, including fingerprinting before volunteering or chaperoning. This includes Winter Rec chaperones.

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

ADDENDUM

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.

Parents Right to Know
The Every Student Succeeds Act (ESSA) law includes a section concerning “Parent’s 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

Legal Notices
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. They are:

1. The right to inspect and review the student’s education records within 14 days of the day the District receives a request of access per RSA 189:66.

The parents of an eligible student should submit to the school Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.

The parent or eligible student may ask the Ashland School District to amend a record that they believe is inaccurate or misleading. They should write the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the Ashland School District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception that permits disclosure without consent is a disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, the District discloses educational records without consent to officials of another school district in which the student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

**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 educational placement of the child and the provision of a free, appropriate public education.

3. Parents may obtain an independent educational evaluation.

4. The School District must adopt procedures to protect the rights of the child whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the State. Such procedures may include the assignment of an individual who is not an employee of the School District or the State Department of Education to act as a surrogate for the child’s parents or guardian.

5. 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.

6. 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.

7. 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 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.

c) 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.

d) 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.

e) 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.

f) 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 the 504 Coordinator:

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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, 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 presences 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.

See Ashland School Board Policy 5131.6 for more information.

Proof of Residence (Policy JFA)
Students are eligible under New Hampshire law to attend Ashland Elementary School by being legally residing residents within the boundaries of the district. Parents/guardians will need to provide at least one of the following documents to verify residency:

* A copy of a current lease agreement or a notarized purchase and sales agreement indicating residence within district boundaries.
* A copy of a current utility bill, in the name of the parent/guardian, showing a physical address within district boundaries.
* A current copy of the town tax bill.
Additionally, for students:
* not living with their parents(s), proof of legal guardianship.
* whose parents are divorced, a copy of the written parenting agreement identifying which school the child will attend and proof of one parent’s residency in the district. Without a signed, written agreement for residency and school attendance issues, existing residency rules will apply.

Parents/guardians are to keep the district informed of changes in residency status. The district reserves the right to request proof of residency throughout the school year. A copy of proof of residency shall be maintained in the school office.

Legal References:
RSA 193:12
Approved: 02/05/13
Amended: 10/02/18

Audio and Video Surveillance on School Buses (Policy ECAF)
To assist in providing a safe and secure environment for all passengers, the Ashland School Board authorizes the use of video and audio recording devices (hereinafter referred to as recording) by the District on any or all buses or other vehicles (hereinafter “bus”) used to provide transportation for District students. The School Board authorizes the Superintendent to establish and maintain guidelines and procedures for the retention and viewing of the recordings in accordance with the requirements of this Policy.

Notification
A. The presence of video and audio recording devices on a bus shall be announced by signage displayed prominently on the bus in accordance with the requirements of RSA 570-A:2, II(k).
B. The District shall provide notice of this Policy annually to students and parents in the student/parent handbooks.

Confidentiality
All recordings are considered confidential and shall be viewed only by those individuals authorized in this Policy for the purposes set forth in this Policy.

Authorization for Viewing Recordings
A. A recording shall only be viewed if the District receives a report of an incident or complaint about conduct on a bus.
B. All requests to view recordings must be approved by the Superintendent or designee.
C. The following individuals are authorized to view the recordings:
   - Superintendent or designee
   - Transportation Coordinator
   - Transportation Carrier Representative
   - Building Principal
D. When necessary, the Superintendent may authorize individuals not specified in Section C above to view recordings.
E. The Superintendent or designee shall maintain a log of the dates and names of all individuals who view the recording.

F. Recordings used as part of disciplinary investigations or other proceedings shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act (“FERPA”). If a recording does become part of a student’s education record, the provisions of Policy #JRA, Notification of Rights Under FERPA shall apply as well as the restrictions set forth in Section G below.

G. Review and use of the recording is limited by RSA 570-A:2, II(k). Specifically, the recording shall only be viewed when there has been a report or complaint relative to conduct on the bus and only that portion of the recording which is relevant to the incident or complaint shall be reviewed. Parents/legal guardians of any student against whom a recording is being used as part of a disciplinary proceedings shall be permitted to listen to the portion relevant to the incident.

H. For cases involving law enforcement or court requests to review the recordings, the Superintendent or designee will review the case and decide on the response to the request based upon federal and state laws and this Policy. The Superintendent is authorized to contact the District’s attorney for a legal opinion in the event of such a request. The Superintendent or designee will release only a copy of the recording, and the Superintendent or designee will maintain the original recording pending the outcome of the law enforcement or court action.

Custody, Storage and Retention of Recordings

A. All recordings are the property of the Ashland School District and shall be maintained in accordance with this Policy.

B. After a recording has been made, the District’s transportation carrier will retain the recording in a secure location for a period of ten (10) school days.

C. After ten (10) school days, the District’s transportation carrier shall erase and reuse the recording media.

D. Recordings requested by an authorized District official (the Superintendent or designee, Principal, or the District’s transportation coordinator) will be provided to and be retained by the District pursuant to federal and state laws, and this Policy.

E. The District may use recordings in discipline of students. The recordings shall be retained by the District until the final resolution of any discipline, including the time for appeal or a court ordered retention period.

F. Recordings provided to the District that are not used for discipline, will be erased and the recording media reused at the direction of the Superintendent or designee.

Legal References:
NH RSA 189:15; 193-F:3; and 570-A:2, II(k)
20 U.S.C. § 1232g – FERPA
Public Hearing: 06/04/19 Adopted: 06/04/19

Data Governance and Security Policy (Policy GBCE)

Ashland School District will develop and maintain a data and privacy governance plan which will be updated and presented annually to the School Board pursuant to RSA 189:66 V; the plan will meet the minimum standards for privacy and security of student or employee data as established by the New Hampshire Department of Education.
The plan will include:

A. An inventory of all software and applications, digital tools, and extensions. The inventory will include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use.

B. A review of all software applications, digital tools, and extensions and an assurance that they meet the minimum standards as set by the New Hampshire Department of Education.

C. Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions.

D. A response plan for any breach of information.

E. A requirement for a service provider to meet the minimum standards as established by the New Hampshire Department of Education.

This policy will be printed annually in the Student and Parent Handbook.

References:
RSA 189:66 – Student and Teacher Information Protection and Privacy
New Hampshire Department of Education Minimum Standards for Privacy and Security of Student and Employee Data

Adopted: 06/04/19

Conduct (Policy JIC)
The Ashland School District believes that all student behavior must be based on respect and consideration for the rights of others.

At the opening of the school year, each student shall receive a publication listing the rules and regulations to which they are subject and any revisions and/or additions as they progress through the school year.

Students have a responsibility to know and respect the rules and regulations of the school. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere. This includes treating all students and staff with courtesy, consideration, and respect. Violation of this policy will result in disciplinary action in accordance to policy JIC-1 (5149), Prohibited Conduct.

Legal References:
RSA 193:13, Suspension and Expulsion of Pupils
NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate
NH Code of Administrative Rules, Section Ed. 317.04(b, Disciplinary Procedures

Adopted: 02/84; Reviewed: 08/92; Revised: 10/92; 11/03/98; 01/05/99; 04/06/99 Approved: 05/04/99; Reviewed: 07/00; 11/04/03 Amended: 02/04/14

Student Discipline and Due Process (Policy JICD 5131.1)
Definitions
1. Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.
2. Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

3. Detention means the student's presence is required during non-school hours for disciplinary purposes.

   The Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the Principal.

4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

5. An out-of-school suspension means the temporary denial of a student’s attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.

6. A restriction from school activities means a student will attend school and classes, but will not participate in school co-curricular activities.

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

8. Expulsion means the denial of a student’s attendance at school for any of the reasons listed in RSA 193:13, II and III.

**Standards for Removal from Classroom and Detention** Students may be removed from the classroom at the classroom teacher’s discretion if the student refuses to obey the teacher’s directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class. Likewise, classroom teachers may assign students to detention for similar conduct. The Principal may assign students to detention under the same standard.

**Standards for In-School Suspension, Restriction of Activities, and Probation** The Building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on behavior probation for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other School Board Policies or is otherwise inappropriate is prohibited.

**Process for Out-of-School Suspension** See Policy JIC-1, Prohibited Conduct

**Process for Expulsion** See Policy JIC-1, Prohibited Conduct

**Notice** This policy and school rules which inform the student body of the content of RSA
193:13 shall be printed in the student handbook and made available on the District’s website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements.

Legal References:
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils
Assuring Due Process Disciplinary Procedures

Revised: 11/03/98 Amended 03/05/19

Weapons on School Property/Gun-Free Schools Act (Policy JICI)
The federal Gun-Free School Zones Act prohibits any individual from knowingly possessing a firearm in a school zone. A “school zone” is defined as the grounds of a public school and the property within 1,000 feet of the public school. A “firearm” is (1) any weapon (including a starter gun) which will or is designed to or may be readily converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or silencer; or (4) any destructive device which includes any explosive, incendiary or poison gas.

For the purposes of this policy, the term “weapons” shall include in addition to “firearms” as defined above, other dangerous weapons as defined by 18 U.S.C. § 921; and RSA 159 which includes, but is not limited to, rifles, pistols, revolvers, pellet guns, BB guns, paintball guns, knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, blackjacks, daggers, dirk knives, electronic defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), martial art weapons (as defined in RSA 159:24), or any other substances, object or thing which, by appearance or function, is known, thought to be, or capable of producing death or serious physical injury.

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 including school grounds, on to school property or a school bus, or to any school-sponsored event.

A violation of this policy by any person will result in an immediate report to the principal who shall, in turn, notify the Superintendent and the police.

A student violation of this policy will result in immediate confiscation of the weapon and notice to the student’s parents or guardians. The student shall also be subject to discipline which may include suspension or expulsion from school. If a student violation involves a firearm, the School Board shall expel the student from school in accordance with RSA
193:13, III, the Prohibited Conduct Policy 5149, and in accordance with the federal Gun-Free School Zones Act. The expulsion shall continue for not less than one year subject to the Superintendent’s authority to modify the expulsion on a case-by-case basis. If a student violation involves the possession of a pellet or BB gun, rifle or paint ball gun or other weapon as defined in this policy, then the student shall face disciplinary action under the Prohibited Conduct Policy JIC-1, which may include but is not limited to suspensions and expulsions from school and/or school sponsored activities.

Pursuant to the provisions of 20 U.S.C. §7961 of the Gun-Free Schools Act, the School Board requires the Superintendent to contact local law enforcement authorities and the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Faculty or staff who violates this Policy shall be subject to discipline, up to and including dismissal.

Members of the public who violate this policy will be reported to law enforcement authorities.

The Superintendent or designee shall have the authority, pursuant to RSA 193:13, III, the Gun-Free Schools Act, and Gun-Free School Zones Act, to grant written authorization to a student or others to possess a firearm or other weapon on school property. Any such authorization shall be requested in JICI Page 2 of 2 ASHLAND POLICY MANUAL writing and a parent or guardian shall also sign any such request by the student. The Superintendent or designee’s authorization shall be issued in writing in advance of the possession and shall identify the student or others, the weapon or firearm, the purpose of the possession, the location on school grounds where the firearm or weapon shall be kept, and timeframes of the authorization.

Law enforcement personnel are exempt from the policy. Other individuals may be exempted by the Gun-Free School Zones Act.

Legal References:
18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 193:11, Disturbance
RSA 193-D, Safe School Zones
RSA 193:13, Suspension and Expulsion of Students
NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process
Written: 09/94
Approved: 12/12/94; Revised: 07/06/00; Approved: 09/05/00; Reviewed: 11/02/03
Reviewed: 04/06/04; Reviewed: 01/02/12; Revised: 02/04/14; Amended: 12/04/18

Prohibited Conduct (Policy JIC-1)
Introduction
Suspension and expulsion are grave acts of lasting significance in the life of a young person. They are acts to be taken when a student’s behavior is such that the student’s own, or
others’, learning experiences are disrupted.

This Prohibited Conduct policy is adopted pursuant to RSA 189:15, RSA 193:13, RSA 193-B, RSA 193-D and Ed 317. Students will be notified of these policies and the law in accordance with the provisions of Section VII of this policy. It is the School District’s intention that its policy be read in such a manner that it conforms to applicable state laws or regulations.

I. Definitions

a) “Bullying” is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner; and as defined in RSA 193-F:3, I.

b) “Expulsion” means the denial of a pupil’s attendance.

c) “Firearms or other dangerous weapons” includes, but is not limited to, firearms, or other dangerous weapons as defined by 18 U.S.C. § 921; and RSA 159 which includes, but is not limited to, rifles, pistols, revolvers, pellet guns, BB guns, paintball guns, knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, blackjacks, daggers, dirk knives, or any other substances, object or thing which, by appearance or function, is known, thought to be, or capable of producing death or serious physical injury.

d) “Gross misconduct” means an act which:
   1) Results in injury or violence to another person or property;
   2) Poses a direct threat to the safety of others in a safe school zone;
   3) Is identified in RSA 193-D:1,1; or
   4) Conduct that interferes with the orderly operation of the school.

e) “Neglect”, in the context of RSA 193:13, I and II, means the failure of a pupil to pay attention or comply with a school rule.

f) “Pupil” means an enrolled student through age 21 in attendance at a school during the school day or any school sponsored function pursuant to ED 317.02.

g) “Reasonable rules of the school” shall include, but is not limited to the discipline code, all rules of pupil conduct in the student handbook, in any announced, posted or printed school rule.

h) “Refusal”, in the context of RSA 193:13, I and II, means the willful defiance of a pupil to comply with an announced, posted or printed school rule.

i) “Safe School Zone” means any area that includes school property or school buses, as defined in RSA 193-D:1, II.

j) “School” as defined in RSA 193-B:1, III

k) “School Day” means:
   1) for a pupil who takes the school bus, the time period beginning when a pupil boards the bus in the morning to the time when a pupil disembarks from the
bus in the afternoon; and, 2) for a pupil who walks or arrives by any means other than the school bus to school or arrives by private vehicle, the time period beginning when the pupil arrives on the school grounds to the time when the pupil leaves the school grounds.

l) “School employee” includes but is not limited to any school administrator, teacher, volunteer, School Board Member or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for the school district, or school administrative unit.

m) “School property” means all real property, physical plant and equipment used for school purposes, including, but not limited to, school playgrounds, bus stops and buses, whether public or private.

n) “School purposes” means school-sponsored programs including, but not limited to, educational or extracurricular activities.

o) “Superintendent” means the school superintendent or chief administering officer, or a representative designated in writing as authorized under RSA 193:13,1.

p) “Suspension” means the temporary denial of a student’s attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to announced, posted, or printed school rules pursuant to ED 317.02(j).

- Any suspension or expulsion of a student with an educational disability as defined in ED 1102.31 shall be in accordance with ED 1119.11.

q) “Unlawful possession” in RSA 193-D:1, l(e) shall include, but not be limited to:

1) having control over the object during any part of a school day or while on school property which would include school bus stops or at school-sponsored activities;

2) transporting the object to school property or school-sponsored activities;

3) storing the object anywhere on the school premises, whether in the student’s locker or any other student’s locker, or any other place on the school property; or

4) doing any other act which causes or contributes to causing the object to be on school property or at school-sponsored activity or which causes or contributes to causing an object to be used on school property or at a school-sponsored activity including, but not limited to, knowingly being in the immediate vicinity of the object.

II. Prohibited Conduct

Conduct specifically prohibited shall include, but not be limited to: habitual truancy; arson; theft of property; improper use of motor vehicle; improper bus conduct; leaving school grounds without authorization; gambling; verbal or physical abuse toward any student or faculty or staff member; disobedience of reasonable demands of staff or faculty members; distribution, consumption, possession of controlled drugs and/or alcoholic beverage on school property or at school functions; disrupting classroom atmosphere; impeding classroom decorum; causing disturbances among other students in attendance; distracting other students so as to interfere with the educational process; disrupting the disciplinary process; any act of theft, destruction or violence on
school property or on a school bus as defined by RSA 193-D; violation of other policies and rules such as drug and alcohol policies; possession of a weapon on school grounds, in school buildings, or at school functions which includes knives or any other instruments of a dangerous nature; possession in school of incinerating devices including lighters, matches, cigarettes, firecrackers or smoke bombs, snaps, and caps; vandalism; bomb threats; and criminal threatening, sexual harassment (see Policy JBAA), fighting and bullying.

III. Expulsion

a) Any pupil who engages in, or commits any of the following acts may be expelled from school.

1) Any of the offenses in RSA 189:13a, V;
2) Homicide under RSA 630;
3) Any first or second degree assault under RSA 631;
4) Any simple assault under RSA 631:2-a;
5) Any felonious or aggravated felonious sexual assault under RSA 632-A;
6) Criminal mischief under RSA 634:2;
7) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159;
8) Arson under RSA 634:1;
9) Burglary under RSA 635;
10) Robbery under RSA 636;
11) Theft under RSA 637;
12) Illegal sale or possession of a controlled drug under RSA 318-B;
13) Gross misconduct or neglect or refusal to conform to the reasonable rules of the school under RSA 193:13,II;
14) Possession of a pellet or BB gun or rifle under RSA 193:13, II;
15) Criminal threatening under RSA 631:4;
16) Vandalism under RSA 169-B:45;
17) Bomb threats (false reports) under RSA 158:38; and
18) False alarms under RSA’s 644:3-a or 644:3-b.

b) Any pupil who brings or possesses a firearm, as defined in Section 921 of Title 18 of the United States Code, in a safe school zone, as defined in RSA 193-D:1, without written authorization from the superintendent or the superintendent’s representative designated in writing shall be expelled from school by the school board for a period of not less than twelve months. Any expulsion shall be subject to review by the board if requested by a parent or guardian prior to the start of each school year and, further, any parent or guardian shall have the right to appeal any expulsion by the board to the state board of education. (RSA 193:13,III).

It is the policy of the School Board to allow the superintendent to modify the expulsion requirements of RSA 193:13 II and III on a case-by-case basis.

IV. Authority to Suspend

The superintendent is authorized to suspend students from attending school and school-sponsored activities for a specific period of time for gross misconduct or for neglect or refusal to conform to the school rules.

The Ashland School Board authorizes the principal and assistant principals to suspend or to continue the suspension of a student for a period in excess of ten (10) days in accordance with R.S.A. 193:13.
V. Levels of Discipline
a) Short-Term Suspension – A suspension of 10 school days or less shall be considered a short-term suspension and shall be administered by the superintendent or the superintendent’s representative designated in writing;

b) Long-Term Suspension – A suspension for more than ten (10) school days shall be administered by the school board or its representative designated in writing, provided that the designee is not the person who initially suspended the pupil for up to ten (10) days;

c) An expulsion by the school board for a period determined in writing by the board under RSA 193:13, II; and

d) An expulsion by the school board for a period of not less than 12 months under RSA 193: 13, III.

VI. Due Process Procedures
a) In a short-term suspension of a pupil (10 days or less), due process shall include:
   1) The superintendent or representative as designated in writing shall inform the pupil of the purpose of the meeting and provide oral or written notice of the charges and an explanation of the evidence against the pupil;
   2) The pupil must be given an opportunity to present his/her side of the story; and
   3) A written statement to the pupil and at least one parent or guardian explaining the disciplinary action taken against the student.

b) In a long-term suspension of a pupil (more than 10 days), due process shall include:
   1) Written communication to the pupil and at least one of the pupil’s parents or guardian, delivered in person or by mail to the pupil’s last known address, of charges and evidence against the pupil;
   2) The superintendent’s written or oral recommendation to the School Board for pupil action to correct the discipline problem;
   3) A full and fair hearing, including the right to be represented by counsel, the right to object and cross examine and introduce evidence, the right to have the proceedings recorded or transcribed, the statutory right of appeal, and compliance with (c)(6) below;
   4) A written decision which includes the legal and factual basis for the conclusion that the pupil should be suspended;
   5) If the hearing was conducted by the School Board’s designee, the decision may be appealed to the School Board if a written appeal is received by the superintendent within ten (10) school days after issuance of the decision being appealed;
   6) If the hearing was held by the School Board, the decision may be appealed to the State Board of Education.

c) In an expulsion by the school board, due process shall include the following minimal requirements:
1) A formal hearing shall be held before any expulsion;
2) Such hearing may be held either before or after the short-term suspension has expired for expulsions under RSA 193:13, II, but shall be held before the short-term suspension has expired for expulsions under RSA 193:13 III;
3) If the hearing is held after the expiration of a short-term suspension, the pupil shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing;
4) The School Board shall provide written notice to the pupil and at least one of the pupil’s parents or guardian, delivered in person or by mail to the pupil’s last known address, of the date, time and place for a hearing before the School Board and at least five (5) days prior to the hearing;
5) The written notice required by (4) above shall include:
   a. A written statement of the charges and the nature of the evidence against the pupil; and
   b. The Superintendent’s written recommendation for School Board action and a description of the process used by the Superintendent to reach the recommendation.
6) The following hearing procedures shall apply:
   a. The pupil, together with a parent or guardian, may waive the right to a hearing and admit to the charges made by the superintendent;
   b. If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall be unnecessary unless the pupil is subject to a guardianship which would prevent the pupil from waiving the right to a hearing;
   c. Formal rules of evidence shall not be applicable; however, school officials shall present evidence in support of the charge(s) and the accused pupil or his/her parent or guardian shall have an opportunity to present any defense or reply;
   d. The expulsion hearing shall be recorded or transcribed;
   e. The hearing shall either be public or private and the choice shall be that of the pupil or his parent or guardian; and
   f. During the hearing, the pupil, parent, guardian or counsel representing the pupil, shall have the right to examine any and all witnesses.
7) The decision of the school board shall be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is to be imposed and that such acts are, in fact, proper reason for expulsion.
   a. The decision shall state whether the student is expelled and the length of the expulsion. If the decision is to expel the pupil, the decision shall include the legal and factual basis for the decision including the specific statutory reference prohibiting that act as listed in RSA 193:13, II;
   b. The decision shall include a statement of the time period for which the student is expelled and any action the student may take to be restored by the School Board; and
c. A decision shall include a statement that the pupil has the right to appeal the decision to the State Board of Education.

8) All appeals to the state board allowed under RSA 193:13 II or III shall be filed within 20 calendar days of receipt of the written decision of the local school board and shall be in accordance with RSA 541-A and Ed 200.

9) In all cases, appropriate adjustments shall be made to account for the age and grade level of the pupil being disciplined.

VII. Notification of Students

In accordance with RSA 193:13, the following notification procedures will be followed:

a) place on the school’s notice board.

b) Copies of the statutes and school policy will be given to all teachers and other school employees.

c) Copies The student handbooks for all school pupils shall contain a summary of RSA 193:13 and a summary of this policy. Copies of the statutes and this policy shall be available in the principal’s office. Notice of the policy and the location of copies shall be displayed in a prominent of the statutes and school policy will be given to any student being disciplined pursuant to its terms.

VIII. Waivers, Appeals and Review

In accordance with RSA 193:13, the following waiver, appeal and review procedures shall be followed:

a) In case of short- or long-term suspensions, the appeal rights shall be as contained in RSA 193:13, I and ED 317.

b) In the case of expulsion pursuant to RSA 193:13, II, III and this policy, written application for readmission may be made to the board through the superintendent’s office no later than one month prior to the start of each school year. The application may contain a statement in the pupil’s own words explaining why he/she should be considered for readmission. The application may be accompanied by at least one recommendation from a member of the community, such as a counselor, minister or employer who has observed the pupil’s behavior during the period of expulsion. The superintendent’s recommendation shall also accompany the application and the building administrator’s recommendation to the board, which may include conditions for phased readmission.

c) The superintendent may, upon written application of an expelled pupil and on a case-by-case basis, recommend to the board modification of an expulsion. Prior to consenting to such a modification, the pupil may be required to submit to the superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school’s best interest and the pupil’s best interest to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.

IX. Reporting Procedures

a) Any school employee who has witnessed or who has information from the victim or
witness of an act of theft, destruction, or violence in a safe school zone shall report such act in writing immediately to an immediate supervisor. If the alleged victim is a student, the principal shall also immediately notify the person responsible for the victim’s welfare as defined in RSA 169-C:3 XXII, that a report was made to the local law enforcement authority. A supervisor receiving such report shall immediately forward such information to the principal who shall file it with the superintendent and law enforcement authority immediately, by telephone or otherwise, and shall be followed within 48 hours by a report in writing. The written report to law enforcement is not required if law enforcement has waived the requirement for a written report when there is a law enforcement response at the time of the incident, resulting in a written police report.

This provision shall not apply to any simple assault involving pupils in kindergarten through grade 12. In cases involving simple assault resulting in the discipline of students, the principal shall forward to the parents of the pupil so disciplined, notice of the incident and the discipline assigned.

b) In accordance with RSA 193-D:4, each written report by a supervisor to the principal relating to an act of theft, destruction, or violence in a safe school zone shall be on standardized form #Ed 317.

X. Student with an Educational Disability

a) Any suspension or expulsion of a student with an educational disability as defined in ED 1102.01 (t) shall be in accordance with ED 1124.01

b) If, under the provision of ED 1124.01 the special education placement team determines that the behavior leading to the suspension or expulsion is not a direct result of the student’s educational disability, Section Ed 317.01 through Ed 317.05 shall apply.

c) In the case of a student with an educational disability who is determined to have brought a firearm or other dangerous weapon into a safe school zone, the federal requirement of Section 20 U.S.C. § 1415 (k) shall apply, and the student may be placed in an interim alternative educational setting for the time periods set forth in 20 U.S.C. § 1415 (k) as provided in ED 1124.01.

Legal References:

RSA 193:13, Suspension and Expulsion of Pupils
RSA 193-D:4, Written Report Required
RSA 631:2-a, Simple Assault NH Code of Administrative Rules,
Section Ed. 306.04(f)(4), Student Discipline NH Code of Administrative Rules,
Section Ed. 306.06, Culture and Climate NH Code of Administrative Rules,
Section Ed. 317.04(b, Disciplinary Procedures

Adopted: 12/08/97 Amended: 03/05/1

RSA 193:13. Suspension and Expulsion of Pupils

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

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

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

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

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

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

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

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

vii. For purposes of paragraphs I, II, and III, school board may be either the school board or a subcommittee of the board duly authorized by the school board.
Attendance/Truancy Policy (Ashland Elementary School Board Policy 5113)

Children between the first and eighth grade who reside in Ashland shall attend the public school to which the child is assigned unless otherwise enrolled in another school as stipulated in RSA 193:1. Attendance shall be required of all students enrolled in the Ashland Elementary School during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student’s absence.

Any absence that has not been excused for the reasons below will be considered an unexcused absence:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and/or dental appointments
- Death in the family
- Observation or celebration of a bona fide religious holiday
- Involvement in a school related activity
- Such other good cause as may be approved by the Principal or permitted by law.

Parents and/or guardians are required to call the school in those cases when their child is absent due to illness. For other absences, parents and/or guardians must provide written notice or reasons for the absence. When it is determined necessary, the Principal may require the parent/guardian to provide additional documentation in support of their written notice. Such documentation could include, but not be limited to, doctor’s notes, court documents, or other documents supporting the claimed reasons for the absence. To enhance student safety, parents are encouraged to notify the school of a student’s absence on the day(s) of the absence.

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

Any student who has ten or more half-days of unexcused absence shall be considered a habitual truant.

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

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

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.
Truancy
Truancy is defined as any unexcused absence from class or school. The Principal or Truant Officer, at the discretion of the Principal, is the Ashland School District representative responsible for overseeing truancy issues.

Intervention
School district personnel shall monitor student absenteeism. When it is determined that a student is in danger of becoming habitually truant, school personnel will initiate a process to identify the reasons for the unexcused absences and to develop a plan to correct the truant behavior. This process will ordinarily consist of:

- Meeting with the student to discuss the truant behavior;
- Written notification to the student’s parents/guardians to inform them of the truant behavior as well as their legal responsibility to have their child in regular attendance;
- Meeting with the student intervention team to discuss possible interventions;
- Meeting with the parents/guardians to discuss the situation and develop an intervention to correct the truant behavior;
- Disciplinary actions may occur in the event that other interventions are unsuccessful. This may include, but not be limited to required participation in an extended school day or year, a failure to be promoted to the next grade level, and/or court involvement.

The Board will place the item on the agenda of a public school board meeting between the first and second reading. Any public input shall be advisory only and final adoption as to the policy’s provisions will remain solely with the Board.

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

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) Superintendent of Schools (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 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.

2. 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.
3. 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.

RSA 189:13-L School Employee & Volunteer Background Investigation
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.

McKinney-Vento Liaison Roles & Responsibilities
Each school district must appoint a McKinney-Vento Liaison who’s 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

**Background Investigation and Criminal Records Check (Policy GBCD)**

**Background Investigation**
The Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history, and other applicable background of any person considered for employment with the Ashland School District. All individuals covered by this Policy must authorize the District, in writing, to conduct a background investigation and consent to the release by third parties (such as former employers) of the information requested during the School District’s investigation. This investigation shall be completed prior to making a final offer of employment.

The Superintendent, or his/her designee, shall develop a background investigation protocol, for use in completing a background investigation and shall keep a written record of all background investigations. The background investigation may include, but is not limited to: entire employment history; fitness for duty at all prior employment; education history; criminal record and military record, if any; obtaining opinions and references regarding moral character and reputation; and soliciting and obtaining any other information the School District in its discretion, deems necessary.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime that has not been annulled by a court, and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions that have not been annulled by a court or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

**Criminal Records Check**
Each person considered for employment by the Board whose duties require regular contact with pupils must submit to a State and FBI Criminal Records check. Persons regularly in contact with students means a person who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to coaches and advisors, (3) has contact with students without a school employee present; (4) a teacher, a substitute teacher, student teacher, student intern, para-professional, and other educational staff any other persons whom the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records check.

The Superintendent, or his/her designee, is responsible for establishing all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records check.
**Contract Services:**
Any person performing contracted services and employees of the contractor whose duties require regular contact with students (e.g., bus drivers, service providers, cafeteria workers) or are designated by the Superintendent or School Board shall be subject to the background investigation and Criminal Records check required by this Policy.

**Volunteers**
Volunteers are subject to a Background Investigation and Criminal Records check. Designated volunteers, i.e., those who chaperone field trips, have direct contact with students or who have duties involving one-to-one contact with students shall be required to submit to a Criminal Records check every three (3) years before any volunteer is allowed to participate in any activity.

**Financial Responsibility**
With the exception of volunteers, any person for whom the Board requires a Criminal Records check shall pay all fees and costs associated with the fingerprinting process and or the submission or processing of the requests for the Criminal checks, unless otherwise determined by the Board.

**Conditional Employment**
No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent or his/her designee has initiated the formal State and FBI criminal records check process and has completed a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely contingent upon the completion of a Criminal Records check which is satisfactory to the School District.

All persons employed under a conditional offer of employment may be covered under the School District’s health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment.

**Final Offer of Employment/Hiring Contracted Service Providers/Accepting Volunteers**
A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records check which is satisfactory to the Superintendent.

New Hampshire law prohibits the School District from hiring any person who has been charged pending disposition or who has been convicted of any violation or attempted violation of any of the following offenses listed in RSA 189:13-a, V:
- RSA 630:1 Capital Murder
- RSA 630:1-a First Degree Murder
- RSA 630:1-b Second Degree Murder
- RSA 630:2 Manslaughter
- RSA 632-A:2 Aggravated Felonious Sexual Assault
- RSA 632-A:3 Felonious Sexual Assault
RSA 632-A:4 Sexual Assault
RSA 633:1 Kidnapping
RSA 639:2 Incest
RSA 639:3 Endangering Welfare of Child or Incompetent
RSA 645:1,II Indecent Exposure and Lewdness,or III
RSA 645:2 Prostitution and related Offenses
RSA 649-A:3 Child Pornography
RSA 649-A:3-a Possession of Child Sexual Abuse Images
RSA 649-A:3-b Possession of Child Sexual Abuse Images
RSA 649-B:3 Computer Pornography and Child Exploitation Prevention
RSA 649-B:4 Certain Uses of Computer Services Prohibits
RSA 650:2 Obscene Matter Offenses
or any statute prohibiting the same conduct in another state, territory, possession of the United States

In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has been convicted of any crime. Such determination will be made by the Superintendent, on a case by case basis.

The School District will not hire contracted service providers or accept the services of volunteers who would be disqualified from employment under this Policy.

**Record Retention**
The School District shall maintain the confidentiality of all criminal history records information received. If the criminal history records information indicates no criminal record, the Superintendent shall destroy the information received immediately following its review of the information. If the criminal history records information indicates that the applicant has been convicted of any crime the Superintendent shall review the information for a hiring decision. The Superintendent shall destroy any criminal history record information that indicates a criminal record within thirty days of receipt of such information.

*Legal Reference:*
RSA 189:13-a
Written: 12/28/06
Approved: 06/05/07
Revised: 11/01/16
Amended: 03/05/19
## ASHLAND SCHOOL DISTRICT
### School Calendar 2019-2020

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**September through January - 99**

- X = No School Days
- No School Teacher Workshop Days
- Early Release Days

**August 20-22** Teacher Workshop Days
- August 26 1st Day of School for Students
- September 2 Labor Day
- October 14 Columbus Day
- November 11 Veterans' Day
- November 27-29 Thanksgiving Recess
- December 20 Early Release
- Dec. 23 – Jan. 1 December Recess

**January 20** Martin L. King, Jr./Civil Rights Day
- February 24-28 Winter Recess
- April 27 - May 1 Spring Recess
- May 25 Memorial Day
- June 9 Last Student Day (Tentative)
- June 10 Teacher Workshop Day
- June 12-28 Snow Make-Up Days (if necessary)

**PLEASE NOTE:** This calendar may be changed by school board action or by inclement weather conditions. Such changes will be announced as far in advance as possible to avoid personal and family inconvenience. School cancellations, e.g., snow days may extend the school year.

School Board Approved: April 2, 2019