

PARENT-STUDENT HANDBOOK

2008 to 2009

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You are encouraged to call the PES message board to:

- ◆ Notify the school if your child will be absent
- ◆ Obtain homework assignments for grades 5 through 8 from individual teachers
- ◆ Leave messages for your child's teacher
- ◆ Find out about school events

To access the voice mail boxes call: **536-1152**
24 hours a day

Student Attendance dial "1"

Event Box Numbers (Announcement only)

Sporting Events dial "2-6"
Special Announcements dial "2-5"

Philosophy, Mission, and Goals

Philosophy of Education SAU #48 [TOP](#)

SAU #48 is committed to providing an education that fosters productive individuals and recognizes student differences. Embodied in this commitment is the responsibility to provide an educational environment that offers opportunities for all students including those with disabilities or with particular strengths. This environment should also stimulate students' personal growth and encourage their contributions to the community.

Curricula should be designed to meet individual needs and recognize differences in learning style, rate and level of interest. Programming should include flexible but comprehensive curricula within each discipline and in cross-discipline studies. These studies should allow for both vertical acceleration and horizontal in-depth study and research. Programming may require innovative scheduling, grouping that reflects varied ages, skills and interests; and multiple teaching strategies implemented by regular and special education staff, related service personnel, mentors and resource professionals.

WE BELIEVE:

- All students should be nurtured.
- Nurtured students exhibit strengths in many areas, including visual art, music, dance, drama, math, social studies, science, language, athletics, social interaction, leadership, creativity, intrapersonal skills, communication and technology.
- Identification and assessment of student strengths should be documented.
- Identification and assessment of student strengths should direct instruction.
- Strengths are dynamic not static.
- A variety of learning options are required to meet programming needs.
- All students need to be able to analyze, research, and solve problems.

THE CURRICULA SHOULD:

- Foster problem solving and creative thinking skills.
- Develop self-directed learning (student-based research).
- Encourage development of self-awareness, personal strengths, and social responsibility.
- Promote students' self-esteem and realistic assessments of individual strengths and weaknesses.
- Prescribe particular curriculum for individual needs.
- Allow for peer-group interaction both in homogeneous and heterogeneous settings.

- Help develop future career expectations and skills.
- Provide opportunities for students to discover their interests and strengths.
- Explore learning opportunities from a variety of sources and areas.

Mission Statement [TOP](#)

The purpose of the school is to educate all students to high levels of academic and behavioral performance.

Students will take a responsible role in the learning process and will master their grade-level objectives, with the freedom to participate in extracurricular activities.

Teachers will prepare a challenging academic program in an environment that will motivate students to perform at mastery level.

Parents will understand the academic goals of the school and support their children's and the teachers' efforts to reach those goals.

Plymouth Elementary School Goals [TOP](#)

In order that each student may become a self-fulfilled person and a successful, productive citizen, the school shall provide experiences that enable the student to:

- ◆ Attain a level of mastery in the basic areas of reading, mathematics, and communication skills appropriate to the student's individual abilities
- ◆ Develop an understanding of social and political systems, and encourage responsible participation in our democratic process
- ◆ Gain insight into the nature of human relationships, respect the rights of others and develop successful interpersonal skills
- ◆ Develop a basic understanding of how our economy works and utilize those consumer skills necessary for personal economic survival
- ◆ Understand and practice personal behaviors which lead to sound mental and physical health

- ◆ Develop an understanding of the natural laws of science, especially as they affect ecological balance and to appreciate and participate in the maintenance of that balance
- ◆ Practice a system of values and ethics conducive to the well-being of the student, the school, and society
- ◆ Develop creative and critical thinking, and an intellectual curiosity for lifelong learning
- ◆ Be aware of and appreciate world cultures through a variety of experiences derived from the fine arts and the humanities

School-Wide Theme: *GO GREEN*

[TOP](#)

2008-2009

The PES school-wide theme for this year is GO GREEN! Join us this year in investigating and practicing an earth- friendly attitude:

How can we broaden our recycling efforts?

How can we encourage conservation?

How can we celebrate the beauty of our environment?

Check our notices frequently for announcements regarding activities and events about "GO GREEN!" throughout the year.

School Attendance

School Hours: [TOP](#)

Middle school:

8:20 am to 3:00 pm

Kindergarten–Grade 5:

8:30 am to 3:00 pm

Students should arrive at school between 8:00 and 8:15. Supervision begins at 8:00. Students should not arrive earlier unless eating breakfast in the cafeteria, which opens at 7:30. Students should report directly to the cafeteria and not loiter in the hallways.

Drop-off and pick-up of students should occur in the front of the school in the visitors' parking lot area. The bus lane is closed to the public between 7:45-8:30 and 2:30-3:00.

Absence and Tardy Policy

Regular attendance and punctuality are essential for the continuous progress of a child in school. Students are expected to attend school regularly unless they are ill or there is a family emergency. They should also be prompt in arriving at school.

All children between 6 and 16 years of age shall attend school unless they have been excused from attending on the grounds that their physical or mental condition is such to prevent their attendance or make it undesirable (see NH Revised Statutes Annotated

relating to Public Schools 1974 section 193.1). A child who reaches his or her sixth birthday after September 30th will not attend school until the following school year.

Students are expected to check into the office if they are tardy or if they are requesting to be dismissed. Students tardy due to bus delays are not counted as late.

Absence Procedures[TOP](#)

TO REPORT AN ABSENCE:

If a child will be absent, parents should call the school phone — 536-1152 and press 1. Only parents or legal guardians should make this phone call. When calling, an answering machine will ask parents to state the following:

1. Day of the week
2. Parent's name
3. Child's name and grade level
4. Reason for child's absence

The school nurse will call the home if the parents have not contacted the school.

If the absence is planned, parents may send a note to the child's teacher indicating the date and reason for the absence.

Parents who wish to talk with someone in the office should call the school number, 536-1152 and press "0".

FREQUENT ABSENTEEISM:

In the case of frequent absenteeism, the parent will be contacted by the school administration in the form of a warning letter indicating the number of absences to date. If absenteeism continues to be a problem, the assistant principal will set up a meeting to discuss the problem and devise a plan. At the discretion of the assistant principal, the truant officer may be contacted if the absenteeism continues. Parents will be notified after 10 days of absence. A doctor's note is required for long-term illnesses.

A physical, administered by the school doctor, may be recommended for students who are chronic absentees. In the event of a medically documented long-term illness or accident which necessitates more than 2 weeks absence, an at-home tutor may be provided by the school district.

Student attendance will be measured as follows: the morning session will be from 8:30 am to 11:45 am. The afternoon session will be from 11:45 am to 3:00 pm. A student must be in school for 15 minutes in each session to qualify as present for that session. Students must be in attendance by 11:45 and remain in school for the afternoon session in order to participate in after school extra-curricular activities.

Parents requesting makeup work for students who are absent for reasons other than illness should make the request at least 3 school days in advance. If parents request homework on the day of their child's illness, the request must be made before 10:00 A.M.

SAU Attendance Policy

In the event that a student is absent for 10 days during the academic year, SAU #48 schools will contact the home(s) to discuss the importance of daily attendance and to review any extenuating circumstance. At 15 absences, a conference will be held between the school and parent(s)/guardian(s) to develop a plan to address absenteeism. At 10% of school days out (18th absence), the superintendent's office will send a notice home informing parent(s)/guardian(s) of mandatory summer school for students in grades 6 through 8 to provide requisite skill development.

Summer School Requirement

Students in grades 1-8 who miss more than 20 days of school may be required to attend summer school, at the discretion of the principal, to fulfill the educational objectives of the 180 day school year in order to be promoted to the next grade.

Tardy Procedures

All students are considered tardy if they are not in class by 8:30. They are to report to the office when late. Students will be given a pass to enter class. Students will be given a warning after their fifth tardy in the trimester. Middle School students will be advised (after the seventh tardy) that the eighth tardy will result in an after school-detention. For students in Kindergarten through grade 5, parents will be contacted and advised of the concern and need for a conference after the 8th tardy.

On the eighth tardy, the middle school student will be required to report to the office after school for a 45 minute detention. Parents may pick up their child at 3:45. The parents of students in kindergarten through grade 5 will be contacted and asked to meet for a conference with the assistant principal.

Early Dismissal

Request for early dismissal from school must be made in writing by a parent or guardian; in the event of a family emergency this request can be made over the phone.

Under no conditions will students be allowed to wait outside the school building during school hours for someone to pick them up. They may be picked up from the main office or from the nurse's office in case of illness or injury.

Any student dismissed at times other than regular dismissal must be signed out in the office. Whenever possible, we request that appointments for outside activities and doctor's appointments be scheduled after school hours.

Destination Other Than Home

Students not going home must have a note signed by parents or guardians to that effect. To use a different bus or get off at a different location, a pupil must have a note initialed by the principal or assistant principal to present to the bus driver.

Bus routes are established based on seating capacity of each bus. Buses cannot accommodate groups of children who do not normally ride that route. To avoid confusion and disappointment, students attending after school social gatherings should be transported by parents.

Children may not ride home with anyone except their parents unless the child has a note stating the name of the person and the relationship. This note must be sent to the office in the morning

After the Close of School[TOP](#)

Once students have been dismissed at 3:00 PM they should proceed home, to their designated place, or to their school activity. Social plans should be made at home a day in advance to assure adult supervision. Unless special arrangements have been made, students cannot wait at school for older siblings or for any other reasons. There is no supervision for these students. **STUDENTS CANNOT REMAIN AFTER SCHOOL UNSUPERVISED.**

Administrative Procedures

Registration [TOP](#)

Parents are required to complete PES registration forms including general information, medication information, and Request for Record Authorization. Transferring students may start school one day following the receipt of the registration packet.

Parent Guardianship

If there is a question concerning guardianship of a child, the school should be notified in writing from the court with specific instructions. Students cannot be permitted to attend school without legal guardianship being specified. In cases of contested custody, the school must have a copy of any court order limiting contact with the child while in school. The school should be provided with photographs of both the parent who may pick a child up and of the parent who may not.

Emergency Information

Each student will be issued an emergency information sheet at the beginning of each year. These sheets will provide data such as home address, telephone number, parents' daytime telephone numbers, physician to be contacted in case parents cannot be located in an emergency. If any of this information changes during the year, it is of the utmost importance that the school be notified immediately. This is extremely important for the child's welfare.

Medical Procedures [TOP](#)

MEDICATION: All students needing medicine during the school day must have their parents report in person to the school nurse, in order to sign a medication disbursement form. All prescription medicine must be in medically labeled pharmaceutical containers with name, amount and times posted. Please do not send children to school with medication. All medicine must be delivered to the school nurse by a parent or guardian.

IMMUNIZATIONS : All students must have current immunizations and documented records in the nurse's office before attendance at school.

PHYSICAL EXAMINATIONS: All students must have a doctor's physical examination prior to attending school. Sports physicals may be provided at the school prior to the start date of the sport.

INJURY: Minor injuries will be treated by the school nurse. Parents will be notified immediately if a major injury or illness occurs. Parents must have on record a SAFE form for each child, ways to contact them in case of emergency and a person to contact if they cannot be reached. In life threatening emergencies, 911 will be called and immediate attention will be given to the child while in the process of reaching the parents.

HEALTH SCREENINGS: The school nurse will routinely screen for vision, hearing and spinal health. A dental hygienist will screen all students.

Transfers

When moving out of the Plymouth School District, parents should inform the office at Plymouth Elementary School in person. Parents will be instructed to register their child at their new school where a Request for Records Authorization will be completed. Transfer of all records will be forwarded, by mail, upon the receipt of the authorization from the child's new school.

School Day

Opening Exercises [TOP](#)

Time is provided at the beginning of each day for the Pledge of Allegiance.

Student Responsibility for Class

All classes begin promptly. Students need to be in place, with the necessary texts, paper, pencils/pens, homework, and a notebook. In addition, all students in grades 4 through 8 must have their school-issued assignment notebooks for all classes.

Student Dress

Students are expected to dress in a reasonable and responsible manner. Jeans are permitted provided they are clean and tidy. Tank tops and short shorts which are considered revealing are not permitted, but dress shorts or casual shorts are acceptable. Students are not permitted to wear halter tops, spaghetti straps, tube tops, blouses or shirts which expose the midriff or back. Clothing which may prove disruptive to the general student body is unacceptable. Tee shirts with inappropriate symbols, illustrations, or language including alcohol, tobacco, or drug logos are not allowed. Shorts or pants should not be worn below the waist line. Students who fail to comply with these guidelines will be asked to turn their shirts inside out or will be sent home to change. Parents will be required to provide transportation. These guidelines apply to any school-sponsored activity, including dances and field trips. Hats may not be worn in school.

Materials Provided for Students

Students are requested to provide materials such as pencils, pens, notebooks, erasers, and paper in grades 3 to 8. In an effort to emphasize organizational skills, all students in grades 4 to 8 will be provided with an assignment notebook. Replacements will be the responsibility of parents and students. Novels should be transported in the plastic bags provided. All teachers will notify students and parents of necessary supplies needed for each class. Textbooks are issued to students, they should be covered at all times. Lost or damaged textbooks are the responsibility of the student/parent-guardian. The replacement cost of the text will be charged.

Classroom Passes

GRADES 6 TO 8

Students must have a pass signed by a teacher when leaving the classroom. The pass is also to be signed by the person in charge of the room to which the student is going. This includes students summoned to the office.

Closed Campus

Students are required to remain on school property during the entire school day. Permission to leave during school hours will be granted upon request of a parent or legal guardian, the school nurse, or administrator. To be excused during school hours, a note from a parent must be presented to the office before school.

Students who leave school property without permission will be considered truant and disciplinary action will be taken.

Students must sign in with the office if they return to school on the day they are excused to leave. Students must sign out in the office when leaving before the end of the school day.

Recess

Recess is a part of the K to 5 elementary school program. It is a time set aside for children to develop social skills in a semi-structured setting with proper supervision.

To maintain a viable relationship between the school and normal physical activities in the child's life, children should have a wide range of choices as outlets for creative play.

Whenever possible, the children go outside for all or a portion of their recess time. Recess offers them a change of pace from cerebral to physical activity. Factors such as outside temperature, wind chill, and the condition of the playground are considered before a decision for outside recess is made. Children must be dressed appropriately for the elements.

Since injury is a possibility in any activity, we have established these guidelines for dealing with injuries:

- ◆ For minor injuries, another child may be sent with the injured pupil to go to the nurse's office
- ◆ If the injury is deemed serious, the teacher will contact another adult to assist the injured child to the nurse
- ◆ If the injury is such that the child cannot be moved, the nurse will be called to the site of the injury

Supervision begins at 8:00 am, after school until 3:30 pm, and during all recess periods. In the event of a delayed opening, supervision begins one half hour before the delayed opening time.

Recess Snack

The snack cart is available for the purchase of drinks and snack items during break and recess for the Intermediate Wing.

Newsletter

A weekly newsletter will be prepared each Friday, and will serve to keep students and parents current on "what's happening" throughout the week and month. Please read it or access it on the school's website www.pes.sau48.org and use it as a reference.

Toys/Electronic Equipment/Cell Phones

The teacher will determine what she or he will allow in the classroom. For some toys, however, the school sets policy: In general, it may be assumed that anything that shoots, fires, or flings is not to be brought to school. No bats or hard balls (such as baseballs, lacrosse balls or softballs) are allowed because of the potential for injury. Children are encouraged to bring rubber balls and plastic bats to school to use on the playground. No magic cards, radios, tape/CD players, mini discs, video games, I-pods, MP3 players, personal recording devices or Walkmans are allowed in school. They may be allowed on field trips or special activities. Laser pointers are considered inappropriate for school and are not allowed in school under any circumstances. Cell phones may not be used during the school day, and photo cell phones are not permitted in school. If you have any doubts concerning toys, please call the principal or the teacher for advice.

School Facilities

School Pride and Cleanliness [TOP](#)

Each person at PES has the responsibility to protect her or his share of the privileges of public education. Among these privileges is the use of tax-supported school buildings. We all are expected to demonstrate respect by not littering school grounds, or in any way defacing school property.

Careless disposal of gum in drinking fountains, on furniture, and carpets presents sanitation and cleaning problems and costly repairs. Therefore, gum chewing is not permitted on the school grounds.

Use of School Facilities and Materials

Having fine buildings and excellent equipment is a privilege extended to us by the citizens of Plymouth. The best way to thank them for this privilege is to exercise care in the use of all facilities and equipment.

Damage to any of this equipment or to the building should be reported to the office immediately. Writing or other markings on the walls, furniture, or other equipment is unacceptable.

Textbooks are furnished free of charge to you and must be kept in good condition at all times. Students or their parents will be held financially responsible for books lost, destroyed, or damaged. Again, book covers are required for all textbooks that leave the building.

Equipment borrowed or assigned to students (with parental permission) is the responsibility of the student-parent/guardian. Lost or damaged equipment must be repaired or replaced by the student-parent/guardian. No further equipment will be issued until payment or repair has been completed.

Restrooms

Restrooms are to be used only for their intended purpose. Students are not to loiter in or around restrooms. Loud talking and yelling are considered unacceptable behavior. Students may use restrooms before school, during recess, at lunch, after school, or with teacher permission.

Telephones

The phone in the front lobby is available for local calls to parents for school-related issues. Students must obtain a telephone pass from a teacher to use the phone. There is a three-minute limit. The phone in the back lobby is to be used **ONLY AFTER** school hours.

Students receiving calls: No pupil will be excused from class to take a telephone call. If the call is an emergency, arrangements will be made for the student to immediately call back.

Lockers and Valuables

GRADES 3 TO 8

All students will be assigned lockers where they may keep their books and coats. Students should realize that these lockers are the property of the school and that periodic checks will be made to ensure neatness. Middle school students (grades 6 through 8) will be issued locks for lockers. A \$5 charge will be assessed for loss of the lock. Students are strongly encouraged not to give their locker combinations to other students. Students need to lock all of their belongings in their locker both in the middle school and the locker room. The school will not be responsible for any lost item.

Students should keep all valuables (billfolds, purses, money, jewelry, etc.) on their person at all times, and should not leave anything of value in their desks. The school cannot accept responsibility for lost or stolen articles. Items of value are brought to school at the risk of the students and their parents/guardians. Ipods, MP3 players, cell phones and electronic equipment are not permitted at school.

School Grounds and Guidelines [TOP](#)

Bicycles may be ridden to school, and bicycle racks are provided for the purpose of parking student bicycles. Students must use them. Students may not lay bicycles on the ground. Bicycles are to be kept locked when not in use. Students bring bicycles to school at their own risk. The school will not assume responsibility for bicycle damage or theft. As of January 2006 the State of New Hampshire requires all students to wear bicycle helmets at all times.

Bicycles should be ridden in single file on the extreme right side of the road, and walked onto school grounds. No bicycles are to be ridden, at any time, in the bus lanes in front of school.

Skateboards, snowboards, roller blades and roller shoes/heelies are only allowed on school grounds after 3:30 pm. They are restricted during school functions when parking is needed.

Students may use plastic toboggans for sledding only at designated times and only under the direct supervision of an adult. Parental supervision is required after school hours.

Cafeteria

The cafeteria is open for breakfast at 7:30 am and serves a wide variety of breakfast items.

School lunch menus are printed in the weekly Newsletter and are available on the school website. It is a good idea to check these menus. Applications for free and reduced hot lunches are sent home each year. If you feel that your family qualifies for free or reduced lunches, please fill out the application and return it to the school.

Cafeteria Etiquette

Supervisors will be in the lunch areas to provide direction and oversee activities. These people are an important part of our program and have full authority to correct inappropriate lunch behaviors and to help create a positive and safe atmosphere. The supervisors will enforce these rules:

- ◆ Wait in line
- ◆ Sit while eating
- ◆ Talk quietly
- ◆ Throw all trash in the containers provided
- ◆ Leave the cafeteria quietly and in an orderly fashion

Students are not to be in classroom areas, locker areas, or corridors during lunch.

Computer Lab

Students will have opportunities to use the Computer Lab, using existing software on the network. Under no circumstances are students allowed to load programs or games into the computer network.

Media Center [TOP](#)

The Media Center is a place for learning and enrichment that reflects curricula and provides an environment for independent research. The collection of books and other media offers a creative resource center to the school community.

Students should be aware of the following procedures:

1. Students should follow the school's behavior code of courtesy, consideration, cooperation, and responsibility while in the Media Center.
2. All materials must be properly signed out by the media specialist or an assistant before leaving the Media Center.
3. Books are signed out for 1 week and may be renewed for the same amount of time.
4. Reference materials may not be signed out of the Media Center.
5. Students who lose or damage materials are responsible for their replacement.
6. Students who have books or other media overdue may not sign out any new materials until the overdue items are returned or paid for.
7. Students may not go to the Media Center without a teacher's permission.
8. Food, drink, and chewing gum will not be allowed in the Media Center.
9. The Media Center shall be kept as quiet and orderly as possible. Students may be requested to leave if they become noisy or disruptive.
10. Classroom teachers and the media specialist will set up a schedule whereby classes will have at least one uninterrupted period a week in the Media Center. At this time, students will be instructed in Media Center usage and research skills.

Lost and Found

Due to the excessive amount of lost and found items we encourage parents to label all student belongings. Lost and found articles will be placed in baskets in each wing or in the Locker Rooms. At the end of the week, they will be relocated to a storage area.

During Parent/Teacher conferences and other parent events accumulated articles will be displayed for parent and student review. Remaining articles will be donated to a local charity at the end of the trimester.

Visitors

Adults [TOP](#)

Please feel free to visit our school as often and for as long as you like. To ensure the smooth operation of the school, all visitors must inform the office of their presence. We ask you to sign in and pick up an identification tag in the main office upon arrival. Appointments with teachers should be made prior to any classroom visitation. Teachers will hold conferences with parents only at mutually agreed upon times. To make an appointment, parents should simply call the school. Adults are defined as any person beyond grade 8. No pupil shall be released to or be allowed to see or talk to anyone except a parent or someone who has a parent's official and verified authority.

Students

Students are not encouraged to bring friends to school. However, if a student asks permission of the principal, possible exceptions may be made on an individual basis. During regular school hours students may not bring preschool-age children to visit.

Deliveries

Birthdays/Holidays are special events. Not all families celebrate in the same way. We ask parents to refrain from having deliveries (gifts, flowers, balloons) sent to school. They are distracting to the classroom, may be upsetting to other students and are awkward to carry home on the bus. In addition, party invitations should not be delivered at school.

Volunteers

Without community support, the Plymouth Elementary School would not be able to offer the quality and quantity of programs that we provide to our students.

Parents, guardians, grandparents and community members are all welcome, and are encouraged to volunteer at our school. We seek to form a strong partnership between our school and our community. Please speak to your child's teacher, the office or the reading specialist to learn about different opportunities such as classroom assistants, reading groups, room parents, publishing center, book fairs, winter program, and Artist in Residence.

After much consideration and careful thought we do find it necessary to extend our criminal record check (see pg. 56) to all adults who work with students in our school. Please stop by the SAU office and fill out the appropriate form.

PTA

The parents at Plymouth Elementary School play a vital role in maintaining the quality of our school. There is an active PTA which meets regularly to plan and organize parent involvement. Please see the weekly bulletin for more information so that you can become involved in PTA.

Locked Door Policy

According to PES School Board Policy, all doors except the front entrance will be kept locked throughout the day and evening. Please enter through the front doors. Rear doors may be unlocked during special evening events.

Emergency Procedures

Fire Drill Evacuation Procedure [TOP](#)

1. The signal for a fire drill will be the ringing of the fire alarm.
2. Unless given other instructions, everyone should proceed in an orderly fashion along the route indicated on the fire exit sign posted in each room or area.
3. Everyone must exercise extreme care, and students must follow given instructions during all emergencies.
4. Students are to congregate by classes so teachers may take attendance.
5. Windows and doors in each room should be closed (where applicable), and room lights must be turned off.
6. Leave the building as quickly as possible. Once outside, students should join their classes and stay at least 100 feet from the building.

Remember, absolutely no talking during a fire drill!

Bomb Scare or Other Emergencies Calling for Evacuation of the Building

Students and adults will be notified by intercom to dress for outside weather conditions. The fire alarm will be sounded and everyone will leave the building immediately, using the same exits as for fire drills. When everyone is out of the building, pupils will assemble some distance from the building and await further instructions. In case of the necessity of a site evacuation, parents should not come to the school grounds. Parents may access information by calling the school number 536-1152 and pressing "2-5" for Special Announcements or call the Plymouth Police Department.

Intruder Emergency

Students and adults will be notified by intercom to return to their classrooms if there is a safety issue involving a person or animal on school property.

Emergency Dismissal/Delayed Opening

All parents must complete the Early Dismissal Form so students are aware of where they are to go if school is dismissed early. The local radio station will announce emergency and early dismissal information for parents. Please listen to the local radio station. Students may not have an opportunity to use the phones on early dismissal days as they may very well be out of service in these situations. Please review the procedures with your child on a regular basis.

Please do not call the school during an emergency, as lines need to be kept clear. Your child's teacher will have a copy of the Early Dismissal Procedure for each child in case they forget.

In the event of a delayed opening Plymouth Elementary will be listed on WMUR-TV, there will also be a messages on the school phone system (536-1152), and on our website www.pes.sau48.org. Please be aware that there is no supervision for students until one half hour before the delayed opening time.

Standards for Behavior

Behavioral Codes and Discipline [TOP](#)

The school provides each student with the opportunity to develop to the highest possible degree his/her talents, capacities, and interests in a climate reflecting the high standards of good citizenship demanded of members of our society.

Effective learning cannot take place without a positive program of control. This program shall encourage the individual student to develop desirable qualities of self-discipline.

The school shall hold students responsible for their actions and will protect students from individuals whose behaviors continually disrupt an effective learning program.

The responsibility for basic behavior development rightfully belongs with students and their parents. The school will not accept the sole responsibility for the actions of students. Parents will be expected to cooperate with and assist the school in promoting and maintaining acceptable social and moral standards for conduct.

PES COMMUNITY CODE OF RESPONSIBILITY:

1. We will respect and be considerate of the rights and responsibilities of ourselves and others.
2. We will respect and be considerate of our own property and the property of others.
3. We will be responsible for following our designated class and/or time schedule.
4. We will respect the rules for specific areas such as the library and cafeteria.

Discipline Referral System [TOP](#)

PES has developed a system for implementing a positive discipline system. This system uses an administrative referral, a form used by any staff member to refer a child to the office for further consideration, and a child study team assembled after repeated offenses or when a teacher, administrator, or parent believes that a child's problem needs immediate intervention. The team is comprised of a counselor, parent, administrator, and teacher, or any combination thereof.

Three levels of unacceptable behavior have been identified, ranging from minor infractions to more severe. At each level examples of misbehavior are given and examples of the type of consequences are listed:

Level I - consists of minor misbehavior on the part of the student which disrupts orderly classroom procedures or interferes with the operation of the school. Examples include (but are not limited to) minor disruption of school activity, tardiness to class, inappropriate language, disrespect of fellow students.

Consequences for these behaviors may include:

- ◆ Student/teacher discussion/conference
- ◆ Time out - temporary isolation from class, assignment during break times, social isolation
- ◆ After school detention
- ◆ Parent/teacher conference
- ◆ Repetitive offenses will result in administrative referral

Level II - consists of frequent and/or serious misbehavior which disrupts the learning environment or behavior which threatens person or property. Examples include (but are not limited to) refusal to work, cheating, disrespectful language or action directed at faculty/staff member, hitting, shoving, pushing, slapping, threatening, intimidation, skipping class, minor theft, skipping detention, damage to property of others or school, sexual harassment, and continued offenses from level 1.

Consequences for these behaviors may include:

- ◆ Administrative referral
- ◆ Student/administrator conference
- ◆ After school office detention
- ◆ Free time office detention
- ◆ Written or verbal warning and/or reprimand
- ◆ Establishment of a child study team
- ◆ Parent contact and/or conference
- ◆ In-school suspension

Level III - consists of behavior which poses a direct threat to the safety of others and/or violates law. Examples include (but are not limited to) possession and/or use of tobacco, fighting, truancy, forgery, possession/sale of, or being under the influence of, alcohol or

drugs, vandalism, possession of drug paraphernalia, theft, assault, sexual harassment or continued harassment or threats, possession and/or use of matches, fireworks, arson, possession of weapons, and continued offenses from level II.

Consequences for these behaviors may include:

- ◆ Administrative referral
- ◆ Parent conference
- ◆ Establishment of a child study team
- ◆ Referral/report to law enforcement or appropriate agency
- ◆ Out-of-school suspension
- ◆ Recommendation for expulsion
- ◆ Contacting the local police department

Please note school policies on sexual harassment, bullying, drug and alcohol abuse, smoking, and weapons are on pages 46 through 56.

Rules for Specific Areas [TOP](#)

CLASSROOM

1. Do your work.
2. Let others do their work.
3. Follow instructions.
4. Be polite and courteous.

PLAYGROUND

1. Students must take direction from any staff member on duty.
2. Play cooperatively with balls and other toys.
3. Rocks and hard objects are to remain on the ground.
4. No rough play, wrestling, snowballs, or whitewashing (winter).
5. Share equipment.
6. Stand away from moving swings.
7. Stay within boundaries.
8. Stay away from windows and roofs from which snow or ice may fall.

LIBRARY/MEDIA CENTER

1. Quiet.
2. Place books on tables for re-shelving by the librarian.

CAFETERIA

1. Use proper manners.
2. Keep voices at a reasonable level.
3. Enter and leave area properly.
4. Use proper language.
5. Everyone is responsible for any mess at his or her chair or table.
6. Wash tables with cloths provided.

HALLWAYS

1. Walk.
2. Stay on right side.
3. Use proper language.

Assembly Behavior [TOP](#)

Assemblies are held periodically during the school year. Everyone is expected to be courteous and polite to all guests of the Plymouth Elementary School. Our behavior reflects not only upon us, but upon all the staff and students of Plymouth Elementary School.

Talking, unnecessary movements, whistling, booing, exaggerated applause are all considered inappropriate for proper assembly manners. Attendance at an assembly is a privilege, and students not following rules may be asked to leave and report to the office.

Attention Signal

A raised hand by a person leading a group signals a need for silence and attention. All audience members will raise their right hand and stop talking and/or making noise. When the audience is silent, the program will begin. This practice may also be implemented in the cafeteria and the classroom.

After-School Detention

After-school detention assignments range in time according to teacher discretion. This detention period will serve as a disciplinary aid in improving some of our students' behavior and class work.

Students will be given 24 hours notice as to the time and location of the detention. The parents of each student must make arrangements for transportation after a detention.

School assignments and class work are expected to be completed in a timely fashion. Classroom behavior conducive to learning is always expected. Violations of these expectations may result in after-school make-up or detention. [TOP](#)

Busing

Bus transportation is provided for those students living more than 2 miles from school or when an unusual, obvious danger to a student walking to school exists. When necessary, the school administration will develop bus stops in the interest of efficiency and energy savings.

Bus drivers have a great responsibility for many children. School personnel and parents must work together with students to maintain the best possible student behavior on the buses. For the safety of all, proper behavior on buses is a must for all students.

Although the law requires the school district to furnish transportation, the law does not relieve parents of the responsibility of supervision until the student boards the bus in the morning and after the student leaves the bus at the end of the day.

Once a student boards the bus, and only at that time, does she or he become the direct responsibility of the school district. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

STUDENT CONDUCT:

In view of the fact that a bus is a part of the school community, the school shall require students to conduct themselves in the bus in a manner consistent with established standards for school behavior. When students do not conduct themselves properly on a bus, their behavior will be reported to the principal by the bus driver. The principal will inform the parents immediately of the misconduct and request their cooperation in monitoring and correcting the students' behavior. Students whose conduct on the school bus is unsatisfactory may be denied the use of the bus transportation by the principal as per New Hampshire RSA 189:9-A.

First offense: The student will be told what behavior was unacceptable and that he or she has received a first warning from the driver; however, in certain circumstances, i.e., for any incident which constitutes a safety hazard, suspension will be immediate after proper notification to the parents.

Second offense: The student will be spoken to and will receive a written second warning. The driver may assign a different seat for a period and notify the principal, who, in turn, will notify the student's parents.

Third offense: The student's bus riding privileges will be suspended for a minimum of 1 and a maximum of 3 days. In this event, it is the parents' responsibility to see that the child is transported to school, since dismissal from the school bus should not be construed as a dismissal from school.

Four or more offenses: The student will be suspended from bus riding privileges for a minimum of 3 days up to permanent suspension.

Questions regarding transportation should be directed to Mr. Neil Robertson at 726-4463.

The following safety procedures and rules for students will enable all of us to experience a safer and more desirable school transportation program:

1. If you have to walk where there are no sidewalks, face traffic, i.e., use the left side of the road so drivers can see you and you can see the cars.
2. Stay as far off the road as you can. Go single file and do not cross people's lawns.
3. Upon arriving at the bus stop, don't wait in the street. Stay away from the edge of the road, and allow the bus to approach the stop with ample clearance for boarding.
4. Wait until the bus comes to a full stop before boarding. It saves time and trouble to line up with the younger children first.
5. Use the handrail, located at the right of the door, to help keep your balance as you go up the steps — one at a time.
6. After entering the bus, find a seat and remain seated during the entire trip to the school. It is unlawful to stand in the bus while the bus is in transit to and from the school.
7. Report anything damaged that you see in the bus, such as broken windows, loose catches, loose seats, loose seat cushions. Damage can be reported to the driver when you leave the bus.
8. Stay quietly in your seat until the bus trip is over and the bus comes to a full stop.
9. Save snacks and homework for later. A sudden stop can send an apple core or pencil flying into you, another rider, or the driver.
10. Keep your arms and legs out of the aisles, where they could trip someone.
11. Act as you would in the classroom. No loud talking or shouting so that the driver can hear horns or other traffic sounds.
12. Don't talk to drivers except in emergencies. Drivers need to keep their attention on the road when the bus is moving.
13. Get permission before opening windows. Don't stick or throw anything out the window.
14. Smoking is not permitted on school buses; lighting matches and playing with other hazardous items is strictly forbidden.
15. Leave the bus in an orderly manner and use the handrail as you go down the steps.
16. Get away from the unloading zone quickly in order to avoid congestion at the door of the bus.
17. Be courteous. Use no profane language.
18. Keep the bus clean.
19. Cooperate with the driver.
20. Do not be destructive. Any student caught destroying bus property will be held responsible for its replacement value.
21. The bus driver is authorized to assign seats.

No set of rules can cover every situation. Students who display courtesy and good judgment will be helping themselves and others.

Academic Policies and Information

General Philosophy [TOP](#)

Plymouth Elementary School's educational program should be a continuous process in the physical, social, emotional, and mental development of our children. Therefore, the school will provide an atmosphere in which children feel comfortable progressing at their own rates and consistent with their abilities.

It is the charge of the school to stimulate a desire for intellectual curiosity, develop self-confidence, and to provide opportunities for each child to acquire the knowledge necessary to assume her or his role in a changing world.

Field Trips

Field trips are planned educational experiences correlating closely with grade-level curricula. Since these lessons occur away from the school grounds, permission slips, signed by parents, are a prerequisite for student participation. Students who do not participate in field trips are given course-oriented assignments under the supervision of other instructional personnel.

The student/chaperone ratio for field trips is one adult per ten children. Parent chaperones are asked to ride the bus to assist in supervision. If parents are asked to transport students, a copy of their insurance must be filed in the office. **Parent chaperones must sign the Chaperone Supervision Agreement and must have passed a criminal record check.**

Physical Education [TOP](#)

Each pupil is required to participate in physical education on a regular basis unless the school receives a written excuse from a doctor stating why the pupil should be excused.

Physical education grades will be determined on a combination of the following:

1. Attitude and cooperation.
2. Attempt and/or effort made.
3. Other criteria deemed relevant by the faculty and administration.

A student's physical ability and development will not be used as a criteria for grading.

Appropriate gym dress is required: sneakers that tie, socks, shorts/sweats, and shirt (tee or sweat). It is the student's responsibility to bring clean, dry sneakers to class on gym day. Students who fail to do so will not be allowed to participate. This regulation is in the interest and safety of the students.

Enrichment Activities

Plymouth is committed to education that recognizes student differences. Embodied in this commitment is the responsibility to provide students with an educational environment that encourages maximum development by stimulating students' interests and individual abilities and nurtures students' gifts and talents while providing for their social, educational, and career needs.

PES has in the past offered enrichment programs throughout the school year. Such programs may include:

Creative Dramatics Workshops K-2: This club is for K-to-2 students who enjoy make-believe, dress-up, and puppets.

Johns Hopkins Talent Search: SAU #48 participates in the CTY Talent Search which seeks to identify academically talented students entering seventh grade. Students who meet the initial requirement of scoring at the 97th percentile or higher nationally on mathematical, verbal, social science, or total composite scores of a national school-administered test are encouraged to take the SAT to further qualify for programs offered at Johns Hopkins.

Reading Enrichment/Reading and I: SAU #48 provides a voluntary short-term reading enrichment opportunity for all students in grades 1 to 12. Students meet 2 hours for four Saturday mornings in February. Groups are multi-aged, offer theme choices, and meet to discuss books and engage in planned activities. Registration flyers are sent home in February with more specific details.

Plagiarism at PES

American Heritage New Dictionary of Cultural Literacy, Third Edition defines plagiarism as: *Literary theft. Plagiarism occurs when a writer duplicates another writer's language or ideas and then calls the work his or her own.*

In the event that a student plagiarizes the work of another, both students will automatically receive a zero on that assignment and will meet with teacher(s) and administration to determine whether further consequences are necessary.

Students who plagiarize from the internet or other print source will receive an automatic zero on that assignment and will meet with teacher(s) and administration to determine whether further consequences are necessary.

Homework Policy

Homework is an enriching supplement to the child's in school tasks and is a bridge between school and home. Assignments are based on material that has been taught and is pertinent and meaningful to the student's academic growth. Completed homework assignments in grades 4 to 8 constitute a percentage of the student's final grade.

All students are expected to read for at least 30 minutes each night.

Homework may include:

- ◆ Make-up work for time lost due to illness or absence
- ◆ Remedial Work
- ◆ Lists of words encountered in reading, spelling, and other school assignments
- ◆ Research projects
- ◆ Reading for book reports
- ◆ Completing assignment not finished in school
- ◆ Special assignments
- ◆ Material designed to build understanding of newly introduced concepts.

Middle School homework policy:

- ❖ All daily homework must be passed in within one week of the due date-the grade will be reduced for each day late.
- ❖ Any work not passed in after one week from the original due date will be a zero and will not be accepted.
- ❖ Any time a student has more than two late assignments in one week in any subject, parents will be notified.
- ❖ Any student who has more than two grades below a C in any subject will receive a progress report at the three week interval.
- ❖ Progress reports will go home at the end of the sixth week in each trimester.
- ❖ Modifications and accommodations for homework for special education and 504 students will be addressed individually during their annual IEP or 504 reviews.
- ❖ Students who are absent are responsible for obtaining missed homework assignments and finishing the assignments in a timely manner using the above timeline.
- ❖ Students having early dismissal from school (for appointments or school events) must pass in any homework due that day, even if they miss the class due to the dismissal.
- ❖ As always, for unusual circumstances, teachers may use professional judgement and discretion.

Parents can help by:

- ◆ Setting aside a regular time when homework is done
- ◆ Allotting adequate space
- ◆ Providing proper lighting
- ◆ Providing tools — paper, pencils, other supplies
- ◆ Setting appropriate time limits
- ◆ Showing how, not doing

Additional help sessions with teachers are available for students. These will be conducted after school, and 24-hour notice will be provided. Parents may request this additional help for their children.

Open House

Plymouth Elementary School will conduct open houses on announced dates and times during the school year. The intent of the open house is to afford parents the opportunity to visit and become acquainted with Plymouth Elementary School, its programs of instruction and our staff. Personal conferences should be scheduled to discuss your child's progress. Federal legislation prohibits teachers from discussing a particular child with anyone other than a parent or guardian.

Parent Teacher Conferences

Teachers meet with parents twice a year to review progress and discuss curriculum. Parents are given an opportunity to sign up for an appointment prior to that day.

Sustained Silent Reading

Plymouth Elementary students in grades 1 through 8 will be involved in a silent reading program for approximately 15 to 20 minutes several times a week in order to reinforce reading skills and to encourage reading for pleasure. It is not a time to do school work. Students are expected to have a book for reading each day. Books are available in classrooms or in the Media Center for students to check out. Teachers read at this time to model the importance of the habit of regular reading.

Promotion Policy

We believe that a child is ready for promotion to the next grade when he or she has satisfactorily progressed in two areas of growth:

1. Academic: If the child has furnished a year's work which, in the estimation of the teacher, has been completed successfully in terms of the pupil's ability.
2. Socially: If the child has grown to a point where she or he can handle normal situations appropriate to the child's peer group and circumstances.

Retention Policy

The decision to retain a student will be made after a careful study of the possible effects of such retention on the physical, emotional, and intellectual development of the student. The attitude of the parents or guardians will also be considered. Because early intervention and remediation are the primary goals, it is crucial that retention be an option during the early years (K to 4). Any student beyond grade four who is being considered for retention will have his or her case reviewed by the superintendent and/or designee.

Students for whom retention is seen as a reasonable practice shall have their educational history reviewed by the child study team including the reading specialist, classroom teacher, administration, and reading recovery teacher. If a potential student is already coded, the special education team will form the review committee.

When the review process is complete, the decision shall be communicated in writing by the principal to the parents or guardians (a copy of this decision shall be forwarded to the superintendent of schools).

Academic Testing

State testing occurs in the month of October for all students in grades 3 through 8 using the New England Common Assessment Program [NECAP]. The test results are shared with parents through a mailing and at parent teacher conferences. The Principal and Guidance Counselor arrange testing and questions can be directed to them.

Report Cards, Progress Reports, Honor Roll

Pupil Progress Reporting [TOP](#)

The progress report sent home midway between trimester report cards ensure more continuous communication between the home and the school. It is not as formal as the report card and serves as an interim indicator of a student's performance trends. Providing progress reports has proved helpful both in reversing declining performance early enough to preclude a lowered report card grade and in advising the parents of improved performance early enough that the student has maximum enjoyment of the positive reinforcement earned.

PROGRESS REPORTS

October 8
January 20
April 29

MARKS CLOSE

November 24
March 11
Last day of school

[Snow days/school cancellations may alter these dates.]

Honor Roll

An overall average will be determined for every student. In order to earn the Honor Roll recognition, a student must have an overall average of 87. In order to earn Principals' List recognition, a student must earn an average of 94. A student cannot have a D or F on their report card and obtain Honor Roll recognition.

Averages will be determined based on a weighted grade basis. The weight for each subject will be determined based on the number of days each class meets. For example, a class that meets five days a week will have a weight of five, a class that meets one day a week will have a weight of one. This will give greater significance to the subjects in which students spend the most time.

Below are the rubrics that all specialists can use. Specialists may use one or more of these areas to determine grades. Specialists include: Music, Art, Band, Chorus, Technology, Computers, Spanish, Physical Education and Health.

Special Services

Guidance Counselor [TOP](#)

The Plymouth Elementary School has a full-time guidance counselor, whose responsibility is to try to help the child function better in school. Counseling helps students to develop better self-concepts, strengthens their ability to solve problems, and changes attitudes that are detrimental to students school success. The elementary counselor uses individual and group counseling sessions to complement the efforts of teachers and other staff members. It is important to remember that the school counselor is not a psychiatrist. Parents, administrators, students, or teachers may refer children to the counselor. Please speak to the counselor for a referral form if you feel that your child is in need of his services.

Resource Room

Resource rooms are available for those children who are identified as needing special educational assistance. Special education places special emphasis on improving reading, writing, spelling, language arts and math skills, both in the Resource Room and in the regular classroom. Assistance in organizational and study skills is provided for those students requiring support.

Speech Therapy

Plymouth Elementary School has a full-time speech therapist. The objective of speech therapy is to correct speech defects. Any deviation from normal speech patterns such as lisping, omissions, or substitutions of sounds is considered a speech defect. Although many children outgrow their speech difficulties, waiting does not work for all children. Since speech correction is done most easily in the early years, before the poor speech habits become fixed, students may become eligible for the program starting in kindergarten.

Special Education Director

Plymouth Elementary School has the services of a Special Education Director, who is responsible for coordinating all special education services in accordance with PL 94-142 and the New Hampshire Rules for the Education of Children with Disabilities.

Title I Reading Recovery

Reading Recovery is an intensive, short-term reading program available to students in first grade. Students receive one-on-one instruction in daily 30 minute lessons over a 12 to 20 week span. Reading Recovery offers specialized reading assistance to students who meet a specified set of criteria. This program is federally funded through the Title I program. Parental permission is required for participation in Reading Recovery.

Reading Specialist

The reading specialist is available to test new students, coordinate materials, and consult with teachers when issues arise. Teachers with concerns about student strengths or weaknesses may refer the student to the reading specialist for support or assistance. The reading specialist is available to work with whole classes or specifically targeted small groups throughout the year. Parents may request a conference with the reading specialist at any time.

Special Education [TOP](#)

It is the policy of SAU #48 to provide appropriate educational services for students with special needs. SAU #48 recognizes two categories of special needs students: disabled and non-disabled.

Special education services for disabled special needs students are provided in accordance with federal and state laws which address the educational needs of such students. The State of New Hampshire recognizes three general types of disabilities: physical, intellectual, and emotional. Within these broad categories are breakdowns of specific disabling conditions, with criteria specified for each.

Special educational services for non-disabled special needs students are provided at the discretion of the school district. Although such services are not required by law, SAU #48 makes every attempt to provide appropriate special services for these students. A non-disabled special needs student generally has problems that are not severe enough to meet the criteria for inclusion in the

disabled category, but problems that are of an identifiable nature, and directly interfere with the student's ability to learn at a normal or predicted rate or in a normal manner.

Referral: Any student suspected of having an educational disability will be referred to the Special Education Evaluation Placement Team (SEEPT). Parents, teachers, or any person who bears a responsibility for the student, may make a referral by completing the form called "Special Education Referral." Diagnostic testing may also be requested by filling out this form. The school principal will make referral forms available to any parent who asks for one, or who feels that his or her child is not being provided with appropriate educational services.

Diagnosis and Prescription: The purpose of SEEPT is to determine the nature (diagnosis) of any problems that interfere with the academic growth of the student referred, and to make recommendations (prescription) regarding an appropriate educational program for student with special needs. The team, composed of educational professionals (teachers, specialists, consultants) is the body that determines if a student does indeed have special educational needs, and if she or he is disabled according to the State Department of Special Education criteria. The team will make these determinations after appropriate investigative measures. These could include a review of existing records, diagnostic testing, observation, student or parent interviews, and consultations. Diagnostic testing will be done only if deemed necessary and first using the resources of the local school. When local resources are exhausted, further testing may be sought by the team utilizing private consultants. Individual diagnostic testing will be undertaken only after written permission is obtained from the parent or guardian. The school district will be responsible for any costs incurred from educational testing recommended and arranged by the team. Parents who disagree with the results of a diagnostic evaluation done by the school have the right to obtain their own evaluation of the student and have the results of such evaluation considered by the team. The school district is not responsible for costs related to diagnostic evaluations which have not been recommended by and arranged for by the team.

Students with disabilities who have special educational needs that cannot be met locally will be provided with appropriate out-of-district programs. The team makes its recommendations based on the principle of meeting student's need in the least restrictive environment. Any recommendations made will include the most conservative, closest-to-normal educational environment that will still meet the student's needs. Any recommendations made for these students must have written parental agreement before they can take effect. In case of disagreement between the team and the parent as to appropriate programming for the student, the school board will hear the case and make a decision. Decisions may be appealed to the State Board of Education. Costs of out-of-district placements recommended by the team and accepted by the parent will be paid for by the school district at least to the minimum extent determined by law. Costs of special programs not recommended and arranged by the team are not assumed by the school district.

ALTERNATIVE EDUCATION PLANS:

Students not eligible for special education but in need of special programs will be reviewed by the Child Study Team and recommendations for a program will be made. Parents will be asked to give their written consent before any special services or individual arrangements are provided. Parents have the right to refuse permission for any portion of a non-disabled special needs program. In such cases the service will not be provided.

504 PLAN:

Students identified as disabled who need accommodations to access education but who do not require Special Education may be placed on a 504 Plan. SAU #48's non-discrimination policies and procedures are followed in developing the plan and determining eligibility.

FOR PARENTS:

NOTICE OF RIGHTS PURSUANT TO RSA 186-C:16-b, THE 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 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 3 and 21 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 and/or the student.

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 Principal, Plymouth Elementary School, 43 Old Ward Bridge Road, Plymouth, NH 03264.

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

1. Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education.
2. Parents may obtain an independent educational evaluation.
3. The school district must adopt procedures to protect the rights of the child.
4. Whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the state, 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 ensure 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 which include the opportunity to present complaints with respect to any matter in relation to the identification, evaluation, or educational placement of the child, or the provision of free appropriate public education to such child.
7. Whenever a school district receives such a complaint, the child’s parents and guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the state department of

education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to US District Court or 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:

1. 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 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 90 days of the unilateral placement.
2. 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.
3. An appeal from the state department of education administrative hearing officer's decision to a court of competent jurisdiction shall be commenced within days from receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
4. Any action under Title 20, United States Code, Section 1415(e) seeking reimbursement from the school district for attorneys fees related to a request for an administrative hearing, shall be commenced within 120 days from receipt of the state department of education administrative hearing officer's decision.
5. 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.

SAU #48, Assistive Technology Lending Policy [TOP](#)

SAU #48 encourages the use of assistive technology for students with disabilities. However, due to the high cost and fragile construction of technology such as an AlphaSmart, tape recorder, QuickPad, laptop, etc., the following policy addresses the lending of such equipment.

1. All state and federal laws relating to the use of equipment will be followed.
2. The equipment will be used for school-related work only.
3. No food or drink is permitted in the vicinity of the equipment.
4. Any malfunction will be reported immediately to the student's case manager.
5. Any repair or replacement costs that are determined to be due to student misuse will be the responsibility of the student/family.
6. All software will be installed by district technology personnel only.

7. Remote game playing is prohibited including Internet game access, IRC Internet Relay Chat, MUPS (Multi-User Dungeons) and other games and chats.
8. Laptops will be replaced with an AlphaSmart or similar word processor while repair needs are addressed and implemented.
9. No student will be given a second piece of equipment for lending if damage is determined to be due to student/family misuse beyond normal wear and tear.
10. If a second piece of equipment is issued and subsequently damaged beyond SAU #48 repair, whether it is the fault of the borrower/family or not, it will not be replaced, but the student will be issued an AlphaSmart or similar word processor.
11. Plymouth technology personnel have access to all files and may review the contents of the files when investigating problems.

For additional information regarding special education and the special education laws, please contact:

Director of Special Services, SAU #48
47 Old Ward Bridge Road
Plymouth, NH 03264
(603-536-1254)

Co-curricular Activities

Intramurals and Clubs [TOP](#)

A wide variety of intramural sports and club activities are available at PES, including golf, soccer, volleyball, tennis, basketball, biking, floor hockey, outing club, track, recording club and cooking. These activities were chosen in response to student interest. Intramurals take place two to three days per week at PES or local area facilities.

Inter-scholastic Sports

All inter-scholastic teams are highly competitive and geared for participation by the most skilled athletes. Thus, in some sports, due to high interest and the limited number of opportunities for participation, all applicants will not necessarily meet eligibility requirements. Students who choose not to play interscholastic sports, or who are not chosen for a team, are encouraged to participate in intramural activities.

Interscholastic teams will practice and/or compete approximately five days per week which will entail some travel to other middle schools. Sports include: football, field hockey and soccer (co-ed) in the Fall; basketball and wrestling (co-ed) and cheerleading (co-ed) in Winter; baseball and softball in the Spring.

Reminder: Before you can practice your chosen sport, you must have:

1. A sports physical from your family physician or from the school, AND
2. A signed permission slip.

Sportsmanship

Proper sportsmanship at all events, by all fans—both students and adults—is an expectation. To achieve this, we encourage the following:

1. Attend as many athletic events as possible and support our teams.
2. Be a good sport and never "boo" the opposing team or officials.
3. Have respect for the visiting school and other spectators.
4. When attending away games, be a good guest and observe the rules of the host school.

Student Council

The Student Council is made up of volunteer homeroom representatives, and meets regularly during activity periods. Student Council officers are elected by the representatives. The problems and suggestions brought to homeroom representatives are discussed in Student Council meetings. Committees may be formed to resolve problems or implement suggestions. Be supportive of the Student Council.

Band and Chorus

Band and chorus are available for students in grades 5 through 8.

Dances

Dances will be scheduled throughout the year for students in grades 6 to 8. The date, time, and dress for each dance will be announced at least 1 week in advance. Teachers and administrators will be chaperones for all dances.

The dances will be restricted to Plymouth Elementary School students, and on special occasions, students in SAU #48. All students must have transportation to and from the dance. All students attending the dance will enter the gym or cafeteria immediately upon arrival, and no one will be allowed outside until the dance is over. No tobacco, alcohol, or drugs are permitted. Parents/guardians should pick their child up promptly after the dance.

School Policies

No School Policy [TOP](#)

On days when it is deemed unsafe or otherwise unsuitable to conduct school, an announcement will be aired on WPNH (100.1 FM) and WMUR – Channel 9 on TV. Parents may also call the school – 536-1152 or check online www.pes.sau48.org. Days "lost" by school closings will be made up either from one of the vacation periods or at the end of the school year. In the case of a delayed opening, there will be no morning kindergarten and no playground supervision until one half hour before the delayed opening time. At times it may become necessary to shorten school days because of an impending storm, no heat, etc. In such cases, we will be unable to notify all parents. Parents, please discuss with your child what to do if they are dismissed early.

School and Student Picture Usage On the Internet/School Web Page

The Plymouth School Board believes that the development of a school web page is essential for the betterment of school/community communications. With this belief in mind, the use of student work and/or pictures (group or individual) is viewed as an enhancement of the site. Usage of photographs by the school district will follow these guidelines:

- Group pictures (more than 10) taken of teams, classes or events may be used at the discretion of the school district without parental consent following the Buckley Amendment as outlined in the Plymouth School District Parent/Student Handbook.
- Use of individual or small group pictures (less than 10) will require a blanket permission form signed by the parent/guardian. Any student appearing in a small group picture who has not obtained permission for publication will have their image blacked out. Under no circumstances will a student's name be listed.

Drug and Alcohol Education and Abuse

The school board of the Plymouth School District, recognizing the significance of the problems related to drug and alcohol use by students and others, has established the following policy guidelines for the development and implementation of administrative regulations and procedures:

- ◆ The use, possession, and distribution of non-prescribed, mind-altering, and/or illegal drugs and alcoholic beverage on school premises, and in connection with any school-related activity/function on or off school premises, is prohibited.
- ◆ All administrative rules and regulations will reflect the district's desire to protect and promote the health and well-being of its students and to create an educational atmosphere in which sensible as well as legal attitudes toward drug/alcohol use can be developed. The administration/staff will cooperate with law enforcement agencies in an effort to eliminate the illegal sale, possession, and use of drugs/alcoholic beverages.
- ◆ Authority and responsibility in the handling of drug- and alcohol-related problems will reside with the Plymouth School Board, which may delegate authority to the superintendent of schools or a designated person. The Board and superintendent will be responsible for the implementation of rules, regulations, and procedures. Whenever student behavior or other actions indicate possession, use, or distribution of drugs/alcohol, the cognizant school personnel will immediately notify the principal or designee for follow-up.
- ◆ The Board and administration will work to establish and maintain an effective program of drug education, supported by instructional materials and training programs for teachers. The Board and administrators will also work in a proactive manner to provide support to the community in its efforts to combat the problem of substance abuse.
- ◆ School officials may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search, a student shall be notified and given an opportunity to be present at the search. If, however, school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, and safety of students in the school or the school environment, a student's locker may be searched without prior warning.

The intervention procedure provides for student identification through the court system, through school drug and alcohol policy violations, or by referral.

SCHOOL DRUG AND ALCOHOL POLICY VIOLATIONS [TOP](#)

Once a student is believed to be in violation of the policy (i.e., under the influence of or in possession of any non-prescribed, mind-altering and/or illegal drug or alcoholic beverage) while involved in any school-related activity or while on school property, the administration shall initiate the due process procedure outlined below:

1. Discuss the incident/situation with the student and parent/or guardian. At this time, the student will be given the opportunity to present information on his or her behalf. If appropriate, a significant other or mentor (as determined by the student, parent, and/or administrator) may be involved in this discussion.
2. If the respective individual is found in violation, the administration will impose a 10-day out-of-school suspension; 7 days will be suspended contingent upon the student's successful involvement/cooperation in an assessment and treatment program as follows:
 - ◆ The student will participate in a short-term substance abuse education program.

- ◆ The student will undergo an informal assessment to determine his or her dependence on substances. This assessment will be conducted by a team which may (depending on the situation) consist of a representative of the administration, a guidance counselor, and/or the substance abuse resource person.
 - ◆ If deemed appropriate by the informal assessment team, the student may be required to undergo a formal assessment to be conducted by a psychologist and/or person qualified to conduct such an assessment. (This will be at the expense of the parents/guardians.)
 - ◆ The student will participate in a program designed to respond to the individual student's problem and degree of substance abuse. Such a program may include a related educational prevention program, counseling (either in-house or by a specialist), and/or therapy. Parents/guardians will be financially responsible for such a program. The student and parents will also be made aware of available support systems within the school and community.
3. The superintendent shall be notified of all suspensions in writing.
 4. The appropriate law enforcement officials may (when appropriate) be notified.
 5. Students determined to be in violation of this policy for a second time shall meet with the administration to discuss the violation.
 6. The administration will notify the parents and law enforcement officials.
 7. The student will be suspended out of school for five to ten days during which a hearing before the School Board will be scheduled for the purpose of hearing details of the respective student's behavioral and academic history and to determine what further disciplinary action will be taken. Such action may result in expulsion from school.

REFERRALS

Students may refer themselves, or may be referred by the court system, parents, teachers or others. Students so referred will not face suspension nor notification of law enforcement officials.

Students will undergo informal assessments to determine their degree of dependence on substances. This assessment will be conducted by a team which may (depending on the situation) consist of a representative of the administration, a guidance counselor, and/or the substance abuse resource person. Based on the results of this informal assessment the student may undergo formal assessment by a psychologist and/or person qualified to conduct such as assessment.

The student will be given the opportunity to participate in a substance abuse program including educational prevention programs, counseling, and/or therapy.

INVOLVEMENT IN CO-CURRICULAR ACTIVITIES

When a violation of this policy occurs while a student is involved as a participant or spectator in any school-related and/or school-sponsored activity, or occurs on school property, the student shall be barred from participating in any school activity/function for a period of time from the time of the incident. If the student agrees to participate in the assessment and treatment program described above, the suspension from involvement in school activities/functions will be reduced to 2 weeks.

Smoking/Possession of Tobacco Products [TOP](#)

School Board policy and RSA 155:64 prohibit the possession or use of tobacco products in the school building or on school grounds. Students caught smoking, or in possession of tobacco substances, will be suspended from school for 1 day for the first offense, 2 days for the second offense, and will be referred to the superintendent for the third offense.

Effective January 1, 1998, the new law states that: "1) no person shall use any tobacco products in any public school facility or on the grounds of any public education facility. 2) Any person who violates this section shall be guilty of a fine and shall be punished by a fine not to exceed \$100.00 for each offense."

Nondiscrimination

It is the policy of Plymouth School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational programs or activities and employment policies, as required by Title IX of the Education Amendments of 1972 and the Civil Rights Act of 1964. Inquiries regarding compliance may be directed to the principal, Title IX coordinator, at Plymouth Elementary School.

Family Educational Rights and Privacy Act Notification of Rights

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

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

Parents or eligible students should submit to the school principal 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.

(1a) The school district will charge 10 cents per copy for any copy of records beyond 10 pages.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school 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 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 with the Superintendent regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the School Board, when in session; 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.

DIRECTORY INFORMATION - A second exception which permits disclosure without consent is directory information. The school defines directory information as: name, address, telephone number, date of birth, subject areas taken, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, awards, most recent educational institution attended and information found in yearbooks and published programs for athletic and other school events.

The school will release such directory information to any external agency and institution deemed appropriate by the administration, upon receipt of a request for such information.

Parents and students may refuse designation of any of or all the above categories of personally identifiable information as directory information for specific students provided that a written request to the effect is received by the principal of the school on or before October 1 of the current school year. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks, or intends, to enroll.

- (4) The right to file a complaint with the US 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 are:

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

Teacher Qualifications [TOP](#)

As a parent of a student you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the New Hampshire Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the New Hampshire Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances (alternative certifications or emergency status).
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.
- And even without a parent request, if a child has been taught for more than 4 weeks by a teacher that is not highly qualified (certified), the parent will be notified.

If you would like to receive any of this information please call the principal's office at 536-1152.

Harassment

The Plymouth School District has an obligation to provide an educational setting that is safe, secure, and free from harassment for its students and employees. All students and adults in this educational community should work and learn in an atmosphere of mutual respect and understanding based on the individual differences and diversity among its members.

HARASSMENT

Harassment is any behavior that interferes with an individual's work or academic responsibilities, social interactions, or emotional well-being by the creation of a hostile environment and intimidation, either through physical, verbal, or sexual conduct. Bullying, a type of harassment, involves repetitive acts that subject an individual or individuals to insults, taunts, or challenges. Bullying behaviors include teasing, threats, extortion, assault, theft, offensive writing and social isolation or exclusion. These actions are likely to intimidate or cause a violent or disorderly response from the person being treated in this manner. Harassing conduct includes unacceptable behaviors based on an individual's gender, family background, appearance, religion, disabilities, or race.

Harassment in violation of this policy may 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.

REPORT PROCEDURE:

All complaints should be given serious consideration by the person to whom they are reported. Students should report the alleged acts immediately to an adult in a position to respond-teachers, aides, nurses, guidance counselors, and principals.

The adults will then refer the complaint to the school administrators, either the principal or the assistant principal. The school administrators will investigate the report and complete the form *Pupil Safety and Violence Protection Report of Harassment*. Investigations will be as thorough and confidential as possible. Any school employee, or employee under contract with the school or school district, who has reliable information that a student has been subjected to harassment shall report the information to school administrators.

After investigation of the report, the school administrator or designee must notify the Superintendent immediately. The written report shall be forwarded to the Superintendent.

DISCIPLINE

The Principal, Assistant Principal, or their designee, will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-school suspension, out-of-school suspension and referral to the Superintendent for further disciplinary

action including long term suspension. If necessary the Superintendent will make a referral to the Plymouth School Board for a longer term suspension and expulsion, to end the harassment and violence, and prevent its recurrence. The Plymouth School District shall follow its discipline policies when administering discipline.

The student or students who were targets of the harassment will be given proper emotional and structural support, including protection from further victimization.

The students or students who are bullies will have defined consequences and intervention that stresses acknowledgement of the offending actions and strategies to prevent any reoccurrence of the bullying.

HARASSMENT AS ABUSE

Under certain circumstances, harassment may constitute abuse under RSA 69-C, the Child Abuse Reporting Act. In such situations, employees shall comply with provisions of the School District's reporting policy and the law.

SEXUAL HARASSMENT

Harassment which may constitute sexual harassment shall be subject to the Plymouth School District's Policy on Sexual Harassment. (see below)

IMMUNITY

A school employee, or employee of a company under contract with a school or school district, who has reported violations under this chapter to the principal, or designee or who has intervened in an act of harassment shall be immune from any cause of action which may arise from the failure to remedy the reported incident.

Sexual Harassment

SAU #48 is committed to providing school environments in which all members of the educational community can work and learn in an atmosphere of respect for their dignity, worth, and well-being. Sexual harassment is illegal, unacceptable, and prohibited. Title VII of the 1964 Civil Rights Act and Title IX of 1972 protects all students and employees.

It shall be a violation of this policy for any student or employee of SAU #48 or one of its districts to harass a student or any employee through conduct or communication of a sexual nature as defined by this policy. The school districts and SAU #48 will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the SAU or one of its school districts.

SEXUAL HARASSMENT DEFINED

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

1. Submission to that conduct or communication is made a term of condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Any action or conduct as defined above when directed at any student or employee or by any student or employee will be treated as sexual harassment under this policy.

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse.
2. Subtle pressure for sexual activity.
3. Inappropriate patting or pinching.
4. Intentional brushing against a student's or an employee's body.
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status.
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
7. Any sexually motivated unwelcome touching.
8. Dating one's student.

REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment by a student or an employee of the school district or SAU, or any third party with knowledge or belief of conduct which may constitute sexual harassment, should report the alleged acts immediately to an appropriate official as designated by this policy. The SAU and its school districts encourage the reporting party or complainant to use the report form available from the principal of each building or available from the SAU office.

INFORMAL COMPLAINT PROCESS

Each school and the SAU office shall have an informal complaint process, adapted to the sensitive nature of sexual harassment complaints, to address allegations of sexual harassment. The informal procedure will establish a process which allows for resolution by mutual agreement and provides for a readily accessible and flexible means of dealing with complaints of sexual harassment. The process must protect the rights of both parties. By law, the victim defines sexual harassment. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is bothering her or him.

Each building will identify a sexual harassment coordinator who will be responsible for receiving oral or written reports of sexual harassment at the building level. Upon receipt of a report, the principal must be notified. The Title IX officer will be informed by the principal.

FORMAL COMPLAINT PROCESS

The formal process is used if the victim is not satisfied with the result of the informal process, or if the victim wishes to formalize the complaint because of its magnitude. The School Board hereby designates the assistant superintendent and another member of the SAU of the opposite gender as Title IX officers, to receive reports or complaints of sexual harassment from any individual, employee or victim of sexual harassment and also from the building principal as outlined above. If the complaint involves one of the officers, the complaint shall be filed directly with the superintendent. If the complaint involves the superintendent, the complaint shall be filed with the SAU Board chairperson. All buildings shall have conspicuously posted the name of the officer including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment will not affect the complainant's future employment, grades, or work assignment.

Use of formal reporting forms is not mandatory.

The SAU and its school districts will, as much as possible, respect the confidentiality of the complainant and the individual against whom the complaint is filed, consistent with legal obligations and the necessity to investigate allegations of harassment and take disciplinary action if the alleged misconduct has occurred.

INVESTIGATION AND RECOMMENDATION

By authority of the school districts and SAU, the Title IX officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately inform the superintendent and authorize an investigation. This investigation may be conducted by school district or SAU officials or by a third party designated by the school district. The investigating party shall provide a written report of the status of the investigation within 10 working days to the superintendent of schools and the Title IX officer. If the superintendent is the subject of the complaint, the report shall be submitted to the SAU School Board chairperson.

In determining whether alleged conduct constitutes sexual harassment, the SAU and school districts should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred. The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, or others who may have knowledge of the alleged incident or circumstances relating to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the SAU and school districts may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment. The school district Title IX officer shall make a report to the superintendent upon completion of the investigation.

SCHOOL DISTRICT ACTION

Upon receipt of a recommendation that the complaint is valid, the SAU or school district will take such action as is deemed appropriate based on the results of the investigation.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the SAU or school district. This includes the informal as well as the formal process of investigation. The report will document any disciplinary action taken as a result of the complaint.

REPRISAL

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

NON-HARASSMENT

The SAU and its school districts recognize that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse such as filing a complaint by a student under Title IX with the grievance officer or filing charges with state Civil Rights officer or EEOC.

SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under state statutes. In such situations, the SAU and its school districts shall comply with the reporting requirements of state law and the procedures under the policy on child abuse.

DISCIPLINARY ACTION

Any action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, state statutes, school district and SAU policies. The SAU and school districts will take such disciplinary action as they deem necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and prevent its recurrence.

Immunizations

Prior to or at the time of school entry, all children in the Plymouth Elementary School must be immunized according to New Hampshire state law RSA:141-C. All new students must have a medical exam.

Weapons Policy [TOP](#)

Weapons are not permitted on school property. Visitors, faculty, staff, and students are not allowed to carry weapons in the school buildings, on school property, or at school-sponsored events. Any violation of this policy may be reported to the police.

In addition, students shall have weapons confiscated. Parents or guardians will be notified and appropriate disciplinary action will be taken by the school administration. Police shall be notified.

PENALTY: The possession of firearms on school property will result in expulsion. Other weapons violations can result in suspension or expulsion.

Weapons include, but are not limited to firearms, knives, pellet and bb guns, firecrackers, brass knuckles, self-defense sprays (MACE, pepper, or other sprays), bullets or any object that can be used to inflict harm or injury.

Law enforcement personnel are exempted. Courses or activities such as hunter safety require the specific written approval of a waiver and monitoring by the administration.

The school district certifies it is in compliance with RSA 193:13 (Suspension and Expulsion of Students).

Criminal Records Check

Any adult (18 or over) working with students is required by the State to undergo a Criminal Records check including fingerprinting. Student teachers, methods students and substitute teachers should obtain forms and pay the applicable fee at the SAU office. Volunteers can pick up forms at the SAU office, the district will pay the fees.

[TOP](#)