

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

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The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAA – Harassment and Sexual Harassment of Students.

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Human Rights Officer (HRO)/Title IX Coordinator.

Section 1. Definitions

A. Discrimination/Harassment Complaint Procedure Definitions

- Edition Date: Jan. 12, 2021 ACAA-R – Nondiscrimination/Equal Opportunity and ACAB – Harassment and Sexual Harassment of School Employees.
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individual's ability to participate in the school district's programs or activities by creating a hostile, intimidating or offensive environment.

4. Other forms of "sexual harassment": this means unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
 - c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.
5. "Sexual orientation": Under New Hampshire law, this means "having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality."
6. "Gender identity": Under New Hampshire law, this means "a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."
7. "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. "Sexual Harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:
 - a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
 - b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive *and*

objectively offensive that it effectively denies an individual's equal access to the school district's education programs and activities; or

c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. "Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the HRO/Title IX Coordinator. A report triggers certain actions by the HRO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" (as defined below) is filed.

3. "Formal Complaint": Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the HRO/Title IX Coordinator) may file a formal complaint.

4. "Student": For the purposes of this procedure, a student an individual who is enrolled or participating in the school district's education programs and activities, or is attempting to enroll or participate.

Section 2. Unlawful Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. School employees are required to promptly make a report to the HRO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator, or to the building principal (who will report the matter to the HRO/Title IX Coordinator).
3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation) to the HRO/Title IX Coordinator.

4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the HRO/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the school district's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271,2767), and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The HRO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The HRO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.
3. The HRO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to ordering no contact between the individuals involved or changing classes.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

- 1 5. The investigator shall consult with the HRO/Title IX Coordinator as agreed during
2 the investigation process.
- 3
- 4 6. The respondent will be provided with an opportunity to be heard as part of the
5 investigation. The complainant shall not be required to attend meetings with the
6 respondent, but may choose to do so as part of an informal resolution process.
- 7
- 8 7. The complainant and the respondent may suggest witnesses to be interviewed
9 and/or submit materials they believe are relevant to the complaint.
- 10
- 11 8. If the complaint is against an employee of the school district, any rights conferred
12 under an applicable collective bargaining agreement shall be applied.
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- 14 9. Privacy rights of all parties to the complaint shall be maintained in accordance
15 with applicable state and federal laws.
- 16
- 17 10. The investigation shall be completed within 40 business days of receiving the
18 complaint, if practicable. Reasonable extensions of time for good reason shall be
19 allowed.
- 20
- 21 11. The investigator shall provide a written report and findings to the HRO/Title IX
22 Coordinator.

23 **C. Findings and Subsequent Actions**

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- 26 1. The HRO/Title IX Coordinator shall consult with the Superintendent concerning
27 the investigation and findings.
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- 29 2. If there is a finding that discrimination or harassment occurred, the HRO/Title IX
30 Coordinator, in consultation with the Superintendent shall:
31
- 32 a. Determine what remedial action, if any, is required to end the
33 discrimination or harassment, remedy its effect and prevent recurrence;
34 and
- 35 b. Determine what disciplinary action should be taken against the
36 individual(s) who engaged in discrimination or harassment, if any.
- 37
- 38 3. Inform the complainant and the respondent in writing of the results of the
39 investigation and its resolution (in accordance with applicable state and federal
40 privacy laws).

41 **D. Appeals**

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- 44 1. After the conclusion of the investigation, the complainant or respondent may seek
45 an appeal of the findings solely on the basis of either: (a) prejudicial procedural

error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.

2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The HRO/Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used for complaints of as defined in Section 1.B.1.

A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the HRO/Title IX Coordinator.
2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the HRO/Title IX Coordinator.
3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the HRO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.

- a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
4. The school district cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation, etc.).

Students who need assistance in preparing a formal written complaint are encouraged to consult with the HRO/Title IX Coordinator.

2. In certain circumstances, the HRO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

3. In accordance with the Title IX regulations, the HRO/Title IX Coordinator must dismiss a formal complaint if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the HRO/Title IX Coordinator may dismiss a formal complaint if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school district; or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.
5. If a formal complaint is dismissed under this procedure, the HRO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.
6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school district may address the conduct under the applicable policy/procedure.

C. Emergency Removal or Administrative Leave

1. The Superintendent may remove a student respondent from education programs and activities on an emergency basis during the complaint procedure:
 - a. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.
 - b. The respondent (and their parent/legal guardian) will be provided notice of the emergency removal, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal was unreasonable.
2. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.
3. Any decision to remove a respondent from education programs and activities on an emergency basis or place an employee on administrative leave shall be made in

1 compliance with any applicable disability laws, including the Individuals with
2 Disabilities Education Act, Section 504 of the Rehabilitation Act and the
3 Americans with Disabilities Act.
4

5 **D. Notice to Parties of Formal Complaint**

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- 7 1. The HRO/Title IX Coordinator will provide to the parties written notice of the
8 formal complaint and allegations of sexual harassment potentially constituting
9 prohibited conduct under the Title IX regulations and this procedure. The notice
10 shall include:
11
- 12 • Notice regarding the complaint procedure and the availability of an informal
13 resolution process;
 - 14 • Sufficient details known at the time (including identities of parties, if known;
15 the conduct alleged; and the date and location of the alleged incident, if
16 known), with sufficient time to prepare before any initial interview (not less
17 than five business days).
 - 18 • As required by the Title IX regulations, a statement that the respondent is
19 presumed not responsible for the alleged conduct and that a determination of
20 responsibility will be made at the conclusion of the complaint); and that the
21 parties may inspect and review evidence;
 - 22 • Notice that the parties may each have an advisor of their choice (who may be
23 an attorney), and that the parties may inspect and review evidence;
 - 24 • Notice that knowingly making false statements or submitting false information
25 during the complaint process is prohibited and may result in disciplinary
26 action;
 - 27 • Notice of the name of the investigator, with sufficient time (no less than three
28 business days) to raise concerns of conflict of interest or bias.
- 29
- 30 2. If additional allegations become known at a later time, notice of the additional
31 allegations will be provided to the parties.
32
- 33 3. The HRO/Title IX Coordinator will discuss supportive measures with each party
34 and implement such measures as appropriate.
35

36 **E. Informal Resolution Process**

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38 After a formal complaint has been filed, and if the HRO/Title IX Coordinator believes the
39 circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the
40 opportunity to participate in an informal resolution process to resolve the complaint
41 without completing the investigation and determination process. Informal resolutions
42 cannot be used to resolve a formal complaint where a student is the complainant and the
43 respondent is an employee.

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2 Informal resolutions can take many forms, depending on the particular case. Examples
3 include, but are not limited to, facilitated discussions between the parties; restorative
4 justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions
5 against a respondent or a requirement to engage in specific services; or supportive
6 measures. Both parties must voluntarily agree in writing to participate in an informal
7 resolution process, and either party can withdraw from the process at any time. The
8 Superintendent must agree to the terms of any informal resolution reached between the
9 parties. If an informal resolution agreement is reached, it must be signed by both parties
10 and the school district. Any such signed agreement is final and binding according to its
11 terms.

12
13 If an informal resolution process does not resolve the formal complaint, nothing from the
14 informal resolution process may be considered as evidence in the subsequent
15 investigation or determination.

16 17 **F. Investigation**

- 18
19 1. The complaint will be investigated by a trained internal or external individual
20 designated by the Superintendent and HRO/Title IX Coordinator. Any complaint
21 about an employee who holds a supervisory position shall be investigated by a
22 person who is not subject to that supervisor's authority. Any complaint about the
23 Superintendent should be submitted to the Chair of the Board, who should consult
24 with legal counsel concerning the handling and investigation of the complaint.
25
- 26 2. The investigator shall consult with the HRO/Title IX Coordinator as agreed during
27 the investigation process.
28
- 29 3. If the complaint is against an employee of the school district, rights conferred
30 under an applicable collective bargaining agreement shall be applied, to the extent
31 they do not conflict with the Title IX regulatory requirements.
32
- 33 4. Privacy rights of all parties to the complaint shall be maintained in accordance
34 with applicable state and federal laws.
35
- 36 5. The investigator will:
37
 - 38 a. Meet with each party after they have received appropriate notice of any
39 meeting and its purpose, with sufficient time to prepare.
 - 40 b. Allow parties to have their advisor at all meetings related to the complaint,
41 although advisors may not speak on behalf of a party or interfere with the
42 process.
 - 43 c. Allow parties a reasonable opportunity to identify witnesses and submit
44 favorable and unfavorable evidence.
 - 45 d. Interview witnesses and conduct such other activities that will assist in
46 ascertaining facts (site visits, review of documents, etc.).

- e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review. The Parties may submit written responses to the report within ten calendar business days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 calendar business days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

- 1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five calendar business days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
- 2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five calendar business days of receiving the answers.
- 3. Each party will receive a copy of the responses to any follow-up questions.

4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").
5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;
 - e. The school district's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The HRO/Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

- In or out of school suspension.
- Expulsion.
- Restorative justice.
- Requirement to engage in education or counseling program.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The HRO/Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant

documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.
3. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.
4. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal Reference:

Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106 Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
RSA 186:11; 193:38-39; and 354-A
NH Code Admin. R. Ed. 303.01(i) and (j)

Cross Reference:

- 1 ACAA-R – Student Discrimination/Harassment and Title IX Sexual Harassment
- 2 Complaint Procedures
- 3 AC – Nondiscrimination/Equal Opportunity
- 4 GBEB – Staff Conduct with Students
- 5 JICFA – Hazing
- 6 JICI – Weapons on School Property
- 7 JICK - Bullying
- 8 JIC – Discipline of Students

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The Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAB – Harassment and Sexual Harassment of School Employees.

Any individual who is unsure about whether discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Human Rights Officer (HRO)/Title IX Coordinator:

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The HRO/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for employees, includes race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information or disability.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.

3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the school district’s programs or activities by creating a hostile, intimidating or offensive environment.
4. “Sexual harassment”: Under New Hampshire law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
 - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.
5. “Sexual orientation”: Under New Hampshire law, this means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.”
6. “Gender identity”: Under New Hampshire law, this means “a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.”
7. “Complaint” is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).
8. “Employee”: Whenever the term “employee” is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Title IX sexual harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district’s education programs and activities:
 - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual’s participation in unwelcome sexual conduct;

- b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school district’s education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the HRO/Title IX Coordinator. A report triggers certain actions by the HRO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.
 3. “Formal Complaint”: Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the HRO/Title IX Coordinator) may file a formal complaint.
 4. “Employee”: For the purpose of this procedure, “employee” means an applicant for employment or a current employee of the school district.

Section 2. Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the HRO/Title IX Coordinator.
2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation).
3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the HRO/Title IX Coordinator.

- 1 4. Employees will not be retaliated against for reporting suspected discrimination or
2 harassment, or for participating in an investigation. Retaliation is illegal under
3 federal and state nondiscrimination laws, and any retaliation will result in
4 disciplinary measures, up to and including discharge.
5
- 6 5. Any employee who believes they have been discriminated against or harassed is
7 encouraged to utilize the school district's complaint procedure. However,
8 employees are hereby notified that they also have the right to report incidents of
9 discrimination or harassment to the New Hampshire Commission for Human
10 Rights, 2 Industrial Park Dr., Concord, NH 03301 (telephone: 603-271-2767)
11 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post
12 Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
13

14 **B. Complaint Handling and Investigation**

- 15
- 16 1. The HRO/Title IX Coordinator will promptly inform the Superintendent and the
17 person who is the subject of the complaint (respondent) that a complaint has been
18 received.
19
- 20 2. The HRO/Title IX Coordinator may pursue an informal resolution of the
21 complaint with the agreement of the parties involved. Any party to the complaint
22 may decide to end the informal resolution process and pursue the formal process
23 at any point. Any informal resolution is subject to the approval of the parties and
24 the Superintendent, who shall consider whether the resolution is in the best
25 interest of the school district and the parties in light of the particular
26 circumstances and applicable policies and laws.
27
- 28 3. The HRO/Title IX Coordinator may implement supportive measures (consistent
29 with any applicable collective bargaining agreement provisions) to reduce the risk
30 of further discrimination or harassment while an investigation is pending.
31 Examples of supportive measures include, but are not limited to, ordering no
32 contact between the individuals involved; changing a work location or changing a
33 work schedule.
34
- 35 4. The complaint will be investigated by a trained internal or external individual
36 designated by the Superintendent and the HRO/Title IX Coordinator. Any
37 complaint about an employee who holds a supervisory position shall be
38 investigated by a person who is not subject to that supervisor's authority. Any
39 complaint about the Superintendent should be submitted to the Chair of the Board,
40 who should consult with legal counsel concerning the handling and investigation
41 of the complaint.
42
- 43 5. The investigator shall consult with the HRO/Title IX Coordinator as agreed during
44 the investigation process.
45

- 1 6. The respondent will be provided with an opportunity to be heard as part of the
2 investigation. The complainant shall not be required to attend meetings with the
3 respondent, but may choose to do so as part of an informal resolution process.
4
- 5 7. The complainant and the respondent may suggest witnesses and/or submit
6 materials they believe are relevant to the complaint.
7
- 8 8. If the complaint is against an employee of the school district, any rights conferred
9 under an applicable collective bargaining agreement shall be applied.
10
- 11 9. Privacy rights of all parties to the complaint shall be maintained in accordance
12 with applicable state and federal laws.
13
- 14 10. The investigation shall be completed within 40 business days of receiving the
15 complaint, if practicable. Reasonable extensions of time for good reason shall be
16 allowed.
17
- 18 11. The investigator shall provide a written report and findings to the HRO/Title IX
19 Coordinator.
20

21 **C. Findings and Subsequent Actions**

- 22
- 23 1. The HRO/Title IX Coordinator shall consult with the Superintendent concerning
24 the investigation and findings.
25
- 26 2. If there is a finding that discrimination or harassment occurred, the HRO/Title IX
27 Coordinator, in consultation with the Superintendent:
28
 - 29 a. Shall determine what remedial action, if any, is required to end the
30 discrimination or harassment, remedy its effect and prevent recurrence;
31 and
 - 32 b. Determine what disciplinary action should be taken against the
33 individual(s) who engaged in discrimination or harassment, if any.
34
- 35 3. Inform the complainant and the respondent in writing of the results of the
36 investigation and its resolution (in accordance with applicable state and federal
37 privacy laws).
38

39 **D. Appeals**

- 40
- 41 1. After the conclusion of the investigation, the complainant or respondent may seek
42 an appeal of the findings solely on the basis of either: (a) prejudicial procedural
43 error or (b) the discovery of previously unavailable relevant evidence that could
44 significantly impact the outcome.
45

- 1 2. Appeals must be submitted in writing to the Superintendent within five calendar
2 business days after receiving notice of the resolution.
- 3
- 4 3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other
5 party, along with an opportunity to provide a written statement within five
6 business days.
- 7
- 8 4. The Superintendent shall review the available documentation and may conduct
9 further investigation if deemed appropriate.
- 10
- 11 5. The Superintendent's decision on the appeal shall be provided to the parties
12 within 10 business days, if practicable. The Superintendent's decision shall be
13 final.
- 14
- 15

16 **E. Records**

17
18 The HRO/Title IX Coordinator shall keep a written record of the complaint process.

19 **Section 3. Title IX Sexual Harassment Complaint Procedure**

20
21
22 This section should be used only for complaints of Title IX sexual harassment as defined
23 in Section 1.B.1.

24 **A. How to Make A Report**

- 25
26
27 1. Any individual who believes an employee has been sexually harassed (as this term
28 is defined in Section 1.B.1) may make a report to the HRO/Title IX Coordinator.
- 29
- 30 2. If the individual making the report is the alleged victim, or if the alleged victim is
31 identified by the individual making the report, the HRO/Title IX Coordinator will
32 meet with the alleged victim to discuss supportive measures that may be
33 appropriate in the particular circumstances and explain the process for filing a
34 formal complaint.
- 35
- 36 a. Supportive measures are individualized measures designed to ensure the
37 employee can continue to access and perform their work (such as requiring
38 no contact between individuals, temporarily moving work locations or
39 changing schedules, etc.).
- 40 b. Supportive measures may be continued even if the alleged victim chooses
41 not to file a formal complaint, if appropriate under the particular
42 circumstances.
- 43
- 44 3. The school district cannot provide an informal resolution process for resolving a
45 report until a formal complaint is filed.
- 46

4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.
5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged victim may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who alleged engaged in sexual harassment, description of allegation).

Employees who need assistance in preparing a formal written complaint, are encouraged to consult with the HRO/Title IX Coordinator.

2. In certain circumstances, the HRO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district). In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the HRO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the HRO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by the school district; or c)

1 there are specific circumstances that prevent the school district from gathering
2 evidence sufficient to reach a determination regarding the formal complaint.

3
4 5. If a formal complaint is dismissed under this Title IX procedure, the HRO/Title
5 IX Coordinator will promptly and simultaneously send written notices to the
6 parties explaining the reasons. Parties have the opportunity to appeal dismissals
7 in accordance with subsection I below.

8
9 6. If the conduct alleged potentially violates other laws, Board policies and/or
10 professional expectations, the school district may address the conduct under
11 Section 2 or another applicable policy/procedure.

12 13 **C. Administrative Leave**

14
15 1. The Superintendent may place an employee respondent on administrative leave
16 during the complaint procedure in accordance with any applicable State laws,
17 school policies and collective bargaining agreement provisions.

18
19 2. Any decision to place an employee respondent on administrative leave shall be
20 made in compliance with any applicable disability laws, including Section 504 of
21 the Rehabilitation Act and the Americans with Disabilities Act.

22 23 **D. Notice to Parties of Formal Complaint**

24
25 1. The HRO/Title IX Coordinator will provide to the parties written notice of the
26 formal complaint and allegations of sexual harassment potentially constituting
27 prohibited conduct under the Title IX regulations and this procedure. The notice
28 will include:

- 29
30 • Notice regarding the complaint procedure and the availability of an informal
31 resolution process;
- 32 • Sufficient details known at the time (including identities of parties, if
33 known; the conduct alleged; and the date and location of the alleged
34 incident, if known), with sufficient time to prepare before any initial
35 interview (not less than five business days);
- 36 • As required by the Title IX regulations, a statement that the respondent is
37 presumed not responsible for the alleged conduct and that a determination of
38 responsibility will be made at the conclusion of the complaint); and that the
39 parties may inspect and review evidence;
- 40 • Notice that the parties may each have an advisor of their choice (who may
41 be an attorney), and that the parties may inspect and review evidence;
- 42 • Notice that knowingly making false statements or submitting false
43 information during the complaint procedure is prohibited and may result in
44 disciplinary action; and

- Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.

2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.

3. The HRO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the HRO/Title IX Coordinator believes the circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.

- 1 3. If the complaint is against an employee of the school district, rights conferred
2 under an applicable collective bargaining agreement shall be applied, to the extent
3 they do not conflict with the Title IX regulatory requirements.
4
- 5 4. Privacy rights of all parties to the complaint shall be maintained in accordance
6 with applicable state and federal laws.
7
- 8 5. The investigator will:
9
 - 10 a. Meet with each party after they have received appropriate notice of any
11 meeting and its purpose, with sufficient time to prepare.
 - 12 b. Allow parties to have their advisor at all meetings related to the complaint,
13 although advisors may not speak on behalf of a party or interfere with the
14 process.
 - 15 c. Allow parties a reasonable opportunity to identify witnesses and submit
16 favorable and unfavorable evidence.
 - 17 d. Interview witnesses and conduct such other activities that will assist in
18 ascertaining facts (site visits, review of documents, etc.).
 - 19 e. Consider evidence that is relevant and directly related to the allegations in
20 the formal complaint.
 - 21 f. During the course of the investigation, provide both parties with an equal
22 opportunity to inspect and review any evidence that is obtained in the
23 investigation that is directly related to the allegations in the formal
24 complaint (including evidence which the school district does not intend to
25 rely upon in reaching a determination of responsibility), and favorable and
26 unfavorable evidence.
 - 27 g. Prior to completion of the investigation report, provide each party and
28 advisor (if any) the evidence subject to inspection and review, and provide
29 the parties with ten business days to submit a written response.
 - 30 h. Consider the parties' written responses to the evidence prior to completing
31 the investigation report.
 - 32 i. Create an investigative report that fairly summarizes relevant evidence and
33 send the report to the parties and advisors (if any), for their review and
34 written responses within ten business days of receipt.
 - 35 j. After receipt of the parties' written responses (if any), forward the
36 investigation report and party responses to the assigned decision maker.
37
- 38 6. The investigation shall be concluded within 40 business days if practicable.
39 Reasonable extension of time for good reason shall be allowed.
40

41 **G. Determination of Responsibility**

42
43

- 1 1. The decision maker shall provide the parties with the opportunity to submit
2 written, relevant questions that the party wants asked of another party or witness
3 within five business days of when the decision maker received the investigation
4 report and party responses.
5
6 a. The decision maker shall explain to a party proposing questions if the decision
7 maker excludes a question as not relevant.
8
9 2. Each party shall be provided the opportunity to review the responses of another
10 party and/or witness, and to ask limited written follow-up questions within five
11 business days of receiving the answers.
12
13 3. Each party will receive a copy of the responses to any follow-up questions.
14
15 4. The decision maker shall review the investigation report, the parties' responses
16 and other relevant materials, applying the preponderance of the evidence standard
17 ("more likely than not").
18
19 5. The decision maker shall issue a written determination, which shall include the
20 following:
21
22 a. Identification of all the allegations potentially constituting sexual harassment
23 as defined in the Title IX regulations and this policy;
24
25 b. A description of the procedural steps taken from receipt of the formal
26 complaint through the determination, including notifications to the parties,
27 interviews with parties and witnesses, site visits, methods used to gather other
28 evidence, and meetings held;
29
30 c. A determination regarding responsibility as to each allegation and findings of
31 fact supporting the determinations;
32
33 d. A statement of, and rationale for, the result as to each allegation, including a
34 determination regarding responsibility, any disciplinary sanctions the school
35 district imposes on the respondent, and whether remedies designed to restore
36 or preserve equal access to the school district's programs and activities will be
37 provided to the complainant;
38
39 e. The school district's appeal procedure and permissible bases for the parties to
40 appeal the determination.
41
42 6. The written determination shall be provided to the parties simultaneously. The
43 determination concerning responsibility becomes final either on the date that the
44 school district provides the parties with the written determination of the results of
the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the
appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The HRO/Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The HRO/Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

1 An appeal must be filed in writing within five business days of receiving the
2 determination, stating the grounds for the appeal and including any relevant
3 documentation in support of the appeal. Appeals submitted after this deadline are not
4 timely and shall not be considered.

5
6 1. Appeals must be filed with the Superintendent, who will consider the appeal.

7
8 2. The Superintendent shall conduct an impartial review of the appeal, including
9 consideration of the written record of the matter, and may consult with legal
10 counsel or other school district officials in making their decision.

11
12 3. The Superintendent shall issue a written decision describing the result of the
13 appeal and rationale for the result, and provide the written decision
14 simultaneously to the parties. The decision will either deny the appeal; grant
15 the appeal and remand to the decision maker for further consideration; or grant
16 the appeal by revising the disciplinary action(s).

17 18 **J. Records**

19
20 Records in connection with sexual harassment reports and the complaint process shall be
21 maintained for a minimum of seven years.

22 23 24 **Legal References:**

25 Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R.
26 Part 106

27 Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)

28 Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual
29 assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition
30 of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)

31 Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)

32 Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended

33 Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as
34 amended

35 Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. §
36 1604.11)

37 Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)

38 Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

39 RSA 186:11; and 354-A

40 NH Code Admin. R. Ed. 303.01(i) and (j)

41 42 **Cross Reference:**

43 AC – Nondiscrimination/Equal Opportunity

44 ACAB – Harassment and Sexual Harassment of School Employee

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

ADMINISTRATIVE RULES & PROCEDURES

CODE BAAA-R&P

Administrative rules and procedures shall be written by the Superintendent, when deemed necessary, to implement Shaker Regional School Board policies. Although not a part of policy, they shall provide the necessary guidelines to enable the building administrators to implement and enforce district policies.

Exceptions:

Exceptions to any *Rule & Procedure* or the application of any *Rule & Procedure* may be made if requested or recommended in accordance with the following procedures:

Any person may request an exception to any *Rule & Procedure* or the application of it by writing a letter to the Superintendent. The request shall identify:

1. the name, address and telephone number of the person making the request;
2. the *Rule & Procedure* for which the exception is being requested;
3. the action that the requesting individual desires, and
4. the rationale supporting the need for an exception.

The Superintendent, or his/her designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the *Rule and Procedure* and the request for the exception and the disposition of prior requests for exceptions to the same or similar *Rule and Procedure*.

Following the Superintendent's investigation, the Superintendent may place the request for exception on the Board's agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.

The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice.

Superintendent Evaluation Procedure & Timeline

Procedure:

1. Each member of the SRSB will complete the evaluation form and submit it to the SRSB Chairperson. The entire SRSB will then meet in non-public session, without the Superintendent, to reach a consensus from the individual evaluations submitted.
2. The SRSB, or appointed representatives, will meet with the Superintendent to discuss the evaluation
3. The Superintendent will receive a written copy of the evaluation, signed by the SRSB Chairperson
4. If individualized goals are set in a particular area, these goals will be included in the evaluation for the next evaluation cycle.

*Only Board members who have served a minimum of one year will participate in the evaluation process.

Timeline:

First meeting in March	.....	End of Term Board members submit individual evaluations to SRSB Chairperson
June 1	.....	Superintendent submits self-evaluation and any supporting documentation needed to appropriately inform the SRSB
July 1	.....	SRSB members prepare and submit individual evaluations to the SRSB Chairperson
2 nd Board Meeting in July	.....	SRSB meets in non-public session to begin finalizing evaluation. SRSB will schedule additional meetings as needed to finalize evaluation.
1 st Board Meeting in August	.....	SRSB (or appointed representatives) present final evaluation to Superintendent for discussion and review of any newly established goals.
August – July	.....	SRSB meets in non-public session bi-monthly for progress monitoring of goals and standards.

SUPERINTENDENT EVALUATION

One of the annual responsibilities of the School Board is to provide an evaluation of the Superintendent's job performance. This provides the constructive feedback necessary to promote a productive and growth-oriented mindset. All individual evaluations are considered confidential.

This evaluation is based on the Superintendent's job description. In all ratings, care should be taken to think of specific examples that represent the score given. Open and honest feedback is imperative for a healthy Board/Superintendent relationship. The Superintendent will also complete this form as a self-evaluation.

1. "At Expectation" reflects performance which consistently meets the requirements of the position.
2. "Above Expectation" reflects demonstrated exceptional performance for the position. The tenure of the employee in the position should be considered when using this rating.
3. "Above Expectation" ratings in any area, or overall, must be supported with written documentation.
4. "Below Expectation" reflects unsatisfactory performance in the position. The tenure of the employee in this position should be considered.
5. "Below Expectation" ratings must be supported with written documentation.
6. The Overall Rating is based on the 13 competencies, which includes the summary rating for the objectives.

Each School Board member will provide a full evaluation form to the Superintendent along with an overall summary from the Board Chair.

NAME:

SUPERINTENDENT EVALUATION FORM

COMPETENCIES

STRATEGIC LEADERSHIP:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Readily assumes overall responsibility for projects and tasks (as well as for students and/or staff if appropriate).
- Sets challenging objectives for self and ensures that others set and achieve challenging objectives.
- Establishes priorities, schedules activities, and uses other human resources effectively to accomplish goals.
- Delegates authority and responsibility in accomplishing projects or assignments.
- Strives to build effective relationships between the community, elected officials, surrounding school districts, businesses and the district.
- Encourages the abilities and talents of the administrative staff in curriculum development, implementation, and evaluation.
- Creates a unified school system (not a system of individual schools) with shared vision and equitable practices.

Comments:

SCHOOL BOARD RELATIONS:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Assist the Board in developing clear policies that meet federal and state requirements.
- Regularly attends Board meetings and participates in agenda preparation.
- Informs Board regularly about the business of the District.
- Alerts Board to critical issues and areas that may have an impact on the District in a timely manner.
- Provides the Board with reports and information that enable the Board to understand District operations.
- Offers professional advice to the Board on items requiring Board action, based on thorough study and analysis of the situation.
- Meets deadlines and follows up on commitments and assignments.
- Maintains a positive working relationship with the Board.
- Utilizes the strengths of Board Members in the decision-making process.

Comments:

DECISION MAKING:

Above Expectation At Expectation Below Expectation No Basis

- Shows a willingness to make decisions, render judgments, take action, and commit self and others in a timely manner.
- Demonstrates assertiveness and confidence when a decision is made.
- Makes high quality decisions which reflect appropriate action based upon circumstances and data available and which are in keeping with the philosophy, goals, objectives, and policies of the district when applicable.

Comments:

FUTURE PLANNING:

Above Expectation At Expectation Below Expectation No Basis

- Develops programs and procedures to meet annual as well as long-term goals.
- Uses District performance data systemically in developing recommendations and making decisions on instructional and support programs.
- Actively works on five-year strategic plan and District goal-setting.

Comments:

VALUES AND ETHICS OF LEADERSHIP

Above Expectation At Expectation Below Expectation No Basis

- Creates a work climate which reflects trust, openness, and good relations among personnel.
- Emphasizes fairness in dealing with personnel.
- Is aware of his/her behavior and decisions on other people.
- Considers the position, feelings, and perspectives of others when planning, organizing, and making decisions.
- Tailors style of interaction to fit the situation or audience.
- Is tactful in oral and written responses to others.
- Resolves concerns and problems in an appropriate manner; respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.

Comments:

TEAMWORK/INTERPERSONAL RELATIONSHIPS:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Stimulates others to interact, work together, resolve conflicts, and encourages others to reach mutual agreement.
- Works as part of the team with district and school staffs.
- Coordinates efforts with other departments or staff.
- Compromises when necessary for the benefit of the district.
- Uses own ideas and ideas of others to initiate and stimulate dialogue and facilitate the group process.

Comments:

COMMITMENT TO MISSION AND IMAGE:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Presents a positive image of the school and district.
- Conveys a commitment to the mission and values of the school and the district.

Comments:

PERSONNEL DEVELOPMENT:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Views developing others as a primary objective and helps individuals grow by providing assistance.
- Is actively involved in selecting a well-trained and qualified staff.
- Conducts an ongoing program of personnel evaluation, utilizing observations, conferences, and other appropriate evaluation techniques to help personnel increase their effectiveness.
- Ensures that a continuing, effective program of staff development exists for instructional and/or support personnel based upon identified needs.
- Helps individuals grow by providing challenging assignments, working with them as a coach, discussing performance, and providing feedback regarding their strengths and weaknesses.

Comments:

COMMUNICATION SKILLS:

__Above Expectation __At Expectation __Below Expectation __No Basis

- Ensures that there is effective dissemination of information to and from all staff members.
- Provides for the effective exchange of information between schools and the district.
- Writes clear, concise, and properly structured letters, memos, and reports.
- Demonstrates effective oral expression when presenting ideas or tasks to an individual or group.
- Shares ideas with others in a clear and informative manner.
- Uses summary clarification, paraphrasing, and perception checks to test the accuracy of his/her understanding of another's perspective.
- Serves as an articulate spokesperson for the School District and represents the District favorably at the local, state, and national levels, and maintains a professional demeanor and appearance appropriate to responsibilities.
- Works with community members to promote District goals.
- Works to proactively articulate District goals, plans, and challenges to the public.
- Takes a leadership role in envisioning and articulating the future of the District.

Comments:

PRODUCTIVITY AND PERFORMANCE MANAGEMENT:

Above Expectation __At Expectation __Below Expectation __No Basis

- Completes assignments within time schedules while meeting quality requirements.
- Ensures that required reports and information are submitted in accordance with established deadlines.
- Adjusts to new situations resulting from new laws, decisions, or circumstances with the flexibility needed to adapt and operate.
- States and demonstrates high work standards for self and others.

Comments:

LEGAL ISSUES:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Consults with legal counsel as requested by the School Board concerning legal issues facing the District.
- Consults with New Hampshire School Boards Association's legal counsel as requested by the School Board concerning legal issues facing the District.
- Advises the School Board regarding the legal issues related to education.

Comments:

PROFESSIONAL AND TECHNICAL KNOWLEDGE:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Is knowledgeable of and adheres to state laws, regulations, and district policies.
- Understands and practices principles and theories of specialized subject area or professional discipline.
- Participates in a continuing program of self-improvement activities.
- Remains up-to-date on developments in field of expertise.

Comments:

INSTRUTIONAL IMPROVEMENTS:

☐ Above Expectation ☐ At Expectation ☐ Below Expectation ☐ No Basis

- Provides leadership to principals in meeting school performance goals.
- Data that demonstrates progress in the academic achievement of students is regularly presented to all stakeholders in understandable forms.

Comments:

SUPERINTENDENT EVALUATION SUMMARY

Above Expectation	At Expectation	Below Expectation	No Basis	
				Leadership
				School Board Relations
				Decision Making
				Future Planning
				Values and Ethics of Leadership
				Teamwork/Interpersonal Relationships
				Commitment to Mission and Image
				Personnel Development
				Communication Skills
				Productivity and Performance Management
				Legal Issues
				Professional and Technical Knowledge
				Instructional Improvements

OVERALL EVALUATION

Above
Expectation

At
Expectation

Below
Expectation

Evaluator Comments:

This evaluation has been discussed with me.

(Check one) ☐ I agree with its content.

☐ I disagree with its content and will submit my rationale.

Employee

Date

Evaluator

Date

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

ANNUAL BUDGET

CODE DB-R&P

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. It follows that achievement of the district's purposes can best be met through excellent fiscal management, including accurate and timely fiscal projections.

The Superintendent shall, in collaboration with the Business Administrator, prepare a proposed budget covering all estimated revenue and proposed expenditures of the District for the following fiscal year. The annual budget of the school district is a fiscal interpretation of the instructional program in its schools. It expresses the services it plans to provide and the educational aims of the school district. It considers and is compatible with the needs of the students, the immediate goals of the schools, the long-range aims of the school district as outlined in the District's Strategic Plan and the financial ability of the communities of Belmont and Canterbury. In this process, the Superintendent seeks to achieve the following goals:

- (a) To engage in thorough advance planning, with administrative and staff involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns in relation to dollars expended
- (b) To encourage the School Board and residents of Belmont and Canterbury to establish levels of funding which will provide high quality education for the district's students
- (c) To use the best available techniques for budget development and management
- (d) To provide timely and appropriate information to all staff with fiscal management responsibilities
- (e) To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

REVENUES FROM INVESTMENTS/INVESTMENT POLICY

CODE DFA-R&P

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

The Investment Officers involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Any official involved in the Investment process shall disclose any material interests in financial institutions with which they conduct business. Further, they shall disclose any personal financial institutions with which they conduct business and any personal financial/investment positions that could be related to the performance of the investment portfolio. Investment officials shall subordinate their personal investment transaction to those of the School District, particularly with regard to the timing of purchases and sales of any investment instruments. Investment officials shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the Shaker Regional School District.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FISCAL ACCOUNTING AND REPORTING

CODE DI-R&P

The District has a responsibility to provide complete and accurate information to the members of the community, the State Department of Education and the NH Department of Revenue Administration. To fulfill this obligation, the district shall comply with the New Hampshire Financial Accounting Handbook for Local Education Agencies (hereinafter referred to as Accounting Handbook) and with any such updates issued by the State Department of Education in conjunction with the NH Department of Revenue Administration pertaining to this Handbook.

The District shall maintain an Accounting Software system that will enable Accounting Handbook compliance as well as provide for complete and integrated payroll and purchase order encumbrance.

The Superintendent shall, in collaboration with the Business Administrator, prepare financial reports to be presented to the School Board on a monthly basis beginning no later than October of each fiscal year and ending no earlier than May of the same fiscal year.

In addition, two projections of the unexpended, unencumbered funds shall be provided to the School Board, with the first projection to be completed no later than March and the second projection to be completed no later than May. The Superintendent may furnish a list of requests for consideration with the projection provided to the School Board in order to maintain effective and efficient management of District Funds.

All reports shall be included in the Monthly School Board Packet for the first meeting of the month.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FUND BALANCE

CODE DIA-R&P

The Shaker Regional School District (SRSD) shall comply with GASB 54, fund balance reporting and governmental fund definitions.

1.1 Fund Type Definitions

The following definitions will be used in reporting activity in governmental funds across the SRSD. The SRSD may or may not report all fund types in any given reporting period based on actual circumstances and activity.

- a. General Fund: This fund is used to account for all financial resources not accounted for and reported in another fund.
- b. Special Revenue Funds: These funds are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than capital projects. Examples include, but are not limited to, the Food Service Fund, Federal and State Grant Fund; and Private Grant Fund.
- c. Capital Projects Funds: These funds are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets.
- d. Permanent Funds: These funds are used to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support the SRSD's purposes.

1.2 Fund Balance Categories/Definitions

Fund balance will be reported in governmental funds under the following categories using the definitions provided by GASB Statement No. 54:

Nonspendable Fund Balance

- a. Definition: Includes amounts that cannot be spent because they are either (1) not in spendable form or (2) legally or contractually required to be maintained intact.
- b. Classification: Nonspendable amounts will be determined before all other classifications and consist of the following items (as applicable in any given fiscal year):
 - (1) The SRSD will maintain a fund balance equal to the value of inventory balances and prepaid items (to the extent that such balances are not offset with liabilities and actually result in fund balance).
 - (2) The SRSD will maintain a fund balance equal to the corpus (principal) of any permanent funds (if any) that are legally or contractually required to be maintained intact.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Restricted Fund Balance

- a. **Definition:** Includes amounts that can be spent only for the specific purposes stipulated by applicable state and local laws and regulations, external resource providers, or through enabling legislation. Example: Actions authorized by the voters at school district meetings.

Committed Fund Balance

- a. **Definition:** Includes amounts that can be used only for the specific purposes determined only by action of the Shaker Regional School Board (SRSB).
- b. **Authority to Commit:** Commitments will only be used for specific purposes pursuant a formal action of the SRSB.

Assigned Fund Balance

- a. **Definition:** Includes amounts intended to be used by the SRSD for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed.
- b. **Authority to Assign:** The SRSB delegates to the Superintendent the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.

Unassigned Fund Balance

- a. **Definition:** Includes the residual classification for the SRSD's general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

1.3 Operational Guidelines

The following guidelines address the classification and use of fund balance in governmental funds:

Classifying fund balance amounts

Fund balance classifications depict the nature of the net resources that are reported in a governmental fund. An individual governmental fund may include nonspendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.

Encumbrance reporting

Encumbering amounts for specific purposes for which resources have already been restricted, committed or assigned should not result in separate display of encumbered amounts.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth in GASB Statement No. 54. For compliance with state statutory requirements, encumbrance accounting for budgetary and financial reporting to the Department of Education and the Department of Revenue Administration, and as reported in the Required Supplementary Information (RSI) section of the annual financial statements, encumbrances are determined in accordance with RSA 32:7(I):

Chapter 32 Municipal Budget Law – Appropriations

32:7 Lapse of Appropriations

“Annual meeting appropriations shall cover anticipated expenditures for one fiscal year and any unexpended portion thereof shall not be expended without further appropriation, unless: I. The amount has, prior to the end of that fiscal year, become encumbered by a legally-enforceable obligation, created by contract or otherwise, to any person for the expenditure of that amount.”

Prioritization of fund balance use

When an expenditure is incurred for purposes for which both restrict and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of the SRSD to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of the SRSD that committed amounts would be reduced first, followed by assigned and then unassigned amounts.

Unassigned fund balance

For compliance with state statutory requirements, encumbrance accounting for budgetary and financial reporting to the Department of Education and the Department of Revenue Administration, the statutory based General Fund “unreserved-undesignated” fund balance will be used towards funding the appropriations of the subsequent year in accordance with the historical practices of the Commissioner of the Department of Revenue Administration under RSA 198:4-a (III):

Chapter 198 School Money – District Taxes

198:4-a (III) Report of Appropriations Voted

“The commissioner of revenue administration shall examine such certificates and delete any appropriation which is not made in accordance with the law, and adjust any sum which may be used as a setoff against the amount appropriated when it appears to the commissioner of revenue administration such adjustment is in the best public interest.”

Unassigned fund balance in the Food Service Fund will be limited to “maximum amounts” as per federal and state regulations.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Replenishing deficiencies

Year-end deficits and any Special revenue fund (including, but are not limited to, the Food Service Fund) will be replenished by year end transfer (journal entry or other method) from the General Fund if the General Fund has available unassigned fund balance (for financial reporting purposes) and unreserved-undesignated fund balance (for statutory compliance purposes).

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FIXED ASSETS ACCOUNTING INVENTORIES

CODE DID-R&P

DETERMINING ASSET COSTS

When determining and then reporting an asset's cost, use actual costs including the cost of freight, site preparation, architect and engineering fees, etc., or an estimated historical cost if actual cost records are not available. Bond documents associated with capital projects; expenditure records from capital project funds, and architectural and engineering documents are possible source documents for establishing initial actual costs. Calculating current replacement cost and then adjusted for price-level changes by using indexes or fair-market value at time of acquisition may establish historical costs. All donated assets are valued at fair-market value as of the date of donation. Source documents used to determine acquisition costs shall be maintained and referenced in the fixed asset inventory.

LEASED EQUIPMENT

Equipment shall be capitalized if the lease agreement transfers ownership of the property to the District by the end of the lease term.

ESTIMATED USEFUL LIFE

An asset must have an estimated useful life greater than one year to be considered for capitalization and depreciation. Assets that are consumed, used-up, habitually lost or worn-out in one year are not to be considered. In determining the useful life, the District should consider the asset's present condition, use of the asset, how it is maintained and how long it is expected to meet service demands. A suggested useful life table can be found in Appendix A.

ACQUIRING NEW ASSETS

All requisitions should be reviewed to ensure all items to be recorded in the fixed asset system are identified. When the asset is received, information is collected to complete the fixed asset record, including date, vendor, quantity, description, model and serial numbers, etc, and submitted to the Business Office on a Fixed Asset Acquisition Form (Appendix B). Partial shipments are recorded when received if they exceed the threshold; otherwise, the composite entry is made when the purchase is complete. The chart of accounts function and object codes correlate to the major functional category to be reported on the financial reports. Care should be taken to ensure the proper codes are used when recording the asset to make use of the features of the reporting system. When applicable, fixed assets shall be tagged with a unique tag number. Asset tags are to be obtained from the Business Office.

DISPOSAL OF ASSETS

A Fixed Asset Disposal Form (Appendix C) shall be completed and submitted to the Business Office when an item is retired from service, sold, or destroyed so the information can be entered into the fixed asset system. If an item is retired due to loss or theft, the Business Office needs to be notified so the incident can be reported to the insurance carrier and arrangements made for proof of loss and reimbursement, if appropriate.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

TRANSFER OF ASSETS

A Fixed Asset Transfer Form (Appendix D) shall be completed and submitted to the Business Office when an item is transferred to another location for continued use or storage.

CAPITAL ASSET CATEGORIES:

LAND:

Land Definition:

All land owned by the District, whether improved or unimproved. Land is characterized as having unlimited life.

Depreciation Methodology:

Land is an inexhaustible asset and does not depreciate over time. It is recorded at historical cost and remains at that cost until disposed.

Examples of Land Expenditures to be Capitalized:

- Acquisition Price
- Cost to acquire land, i.e. unpaid taxes, commissions, closing costs and professional fees

LAND IMPROVEMENTS – NOT DEPRECIABLE

Land Improvements (Not Depreciable) Definition:

The betterments, site preparation, and site improvements (other than buildings) that ready the land for its intended use.

Depreciation Methodology:

Land Improvements (Not Depreciable) are inexhaustible assets and do not depreciate over time. It is recorded at historical cost and remains at that costs until disposed.

Examples of Land Improvements (Not Depreciable) Expenditures to be Capitalized:

- Land excavation, fill, grading, drainage
- Demolition of building less salvage

LAND IMPROVEMENTS – DEPRECIABLE

Land Improvements (Depreciable) Definition:

Land Improvements are depreciated if the improvement is exhaustible and eventually will need to be replaced and/or repaired.

Depreciation Methodology:

The straight-line, full month depreciation method (historical cost less residual value, divided by the useful life) will be used for depreciable land improvements.

Examples of Land Improvements (Depreciable) Expenditures to be Capitalized:

- Driveways
- Parking Lots/Sidewalks
- Septic Systems
- Flagpoles
- Retaining walls

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- Bleachers
- Fencing
- Outdoor Lighting
- Other non-building improvements

BUILDINGS AND IMPROVEMENTS

Buildings Definition:

A building is a structure that is permanently attached to the land, has a roof, is partially or completely enclosed by walls, and is not intended to be moveable. Buildings should include all installed property that cannot be removed without impairing the use of all or a portion of the building, such as HVAC, Plumbing, Wiring, Alarm Systems, Sprinklers, Lighting, Flooring, Gym Bleachers, Lockers, Walk-in Freezers, etc.

Building Improvement Definition:

Building improvements are capital events that materially extend the useful life of a building, increase the value of the building, or both.

Depreciation Methodology:

The straight-line, full month depreciation method (historical cost less residual value, divided by useful life) will be used for Buildings and Building Improvements.

Examples of Buildings and Improvement Expenditures to be Capitalized:

- All school buildings owned by the District
 - School and Administration Buildings
 - Garages
 - Athletic facilities, exclusive of fields
- Measurable improvements performed in the last 20 years, if determinable and still have a remaining useful life, and all new measurable improvements
 - Roof replacements
 - Renovations
 - Major energy conservation measures

VEHICLES

Vehicle Definition

All vehicles owned by the District and separately identified on the District insurance policy

Depreciation Methodology

The straight-line, full month depreciation method (historical cost less residual value, divided by useful life) will be used for Vehicles.

Examples of Vehicle Expenditures to be Capitalized:

- Automobiles
- Trucks
- Lawn Tractors
- Other Grounds Maintenance Vehicles

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FURNITURE, EQUIPMENT AND MACHINERY

Furniture, Equipment & Machinery Definition

Fixed or movable tangible assets to be used for the operation of the educational system, the benefits of which extend beyond one year from the date placed in service. Note: Costs of extended warranties and/or maintenance agreements, which can be separately identified from the cost of the equipment, should not be capitalized.

Depreciation Methodology:

The straight-line, full month depreciation method (historical cost less residual value, divided by useful life) will be used for Furniture, Equipment & Machinery.

Capitalization Threshold

When the individual asset, or the aggregate of the asset, such as furniture and equipment, that meet the threshold level as set by policy DID, shall be capitalized and depreciated.

All electronic equipment, such as televisions, overhead projectors, and computers, shall be capitalized and depreciated.

Printed Materials, such as library books and textbooks, shall be capitalized and depreciated as an aggregate of the asset.

Examples of Furniture, Equipment & Machinery Expenditures to be Capitalized:

- Kitchen equipment
- Copiers
- Computers Servers, Computers, Peripherals, Software
- Library Books, Reference Materials and Media
- Science and Engineering Equipment
- Typical Classroom Furnishings
- Textbooks
- Office Furnishings
- Custodial Equipment
- Library Furnishings
- Grounds Equipment not separately identified on the District's Insurance Policy
- Athletic Equipment
- Musical Instruments and Equipment

ANNUAL RECONCILIATION & ASSET REVIEW

The Building Administrator shall receive a report of assets annually. The Building Administrator shall certify the assets of record and shall submit a notice of any discrepancy to the Business Office.

The Business Office shall reconcile purchases made during the fiscal year to the new assets recorded in the fixed asset system. The Business Office shall update the depreciation and shall prepare the annual reports for the year-end audit.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

<u>ASSET CLASS</u>	<u>CATEGORY DESCRIPTION</u>	<u>ESTIMATED USEFUL LIFE IN YEARS</u>
LAND	LAND	Not Depreciated
OUTDOOR EQUIPMENT	MACHINERY & EQUIPMENT	20
MACHINERY & TOOLS	MACHINERY & EQUIPMENT	15
KITCHEN APPLICANCES	MACHINERY & EQUIPMENT	15
CUSTODIAL EQUIPMENT	MACHINERY & EQUIPMENT	15
SCIENCE & ENGINEERING EQUIPMENT	MACHINERY & EQUIPMENT	10
FURNITURE	MACHINERY & EQUIPMENT	20
BUSINESS MACHINES	MACHINERY & EQUIPMENT	10
COMMUNICATIONS EQUIPMENT	MACHINERY & EQUIPMENT	10
COMPUTER EQUIPMENT	MACHINERY & EQUIPMENT	5
COMPUTER SOFTWARE	MACHINERY & EQUIPMENT	5
AUDIOVISUAL EQUIPMENT	MACHINERY & EQUIPMENT	10
BOOKS & MULTI-MEDIA MATERIALS	MACHINERY & EQUIPMENT	5
ATHLETIC EQUIPMENT	MACHINERY & EQUIPMENT	10
UNIFORMS	MACHINERY & EQUIPMENT	5
MUSICAL INSTRUMENTS	MACHINERY & EQUIPMENT	10
LICENSED VEHICLES	VEHICLES	8
GROUNDS & MAINTENANCE EQUIPMENT	MACHINERY & EQUIPMENT	15
LAND IMPROVEMENTS	LAND IMPROVEMENTS	20
ART & HISTORICAL COLLECTIONS	MACHINERY & EQUIPMENT	Not Depreciated
STREETS – ASPHALT	LAND IMPROVEMENTS	20
SIDEWALKS & CURBS	LAND IMPROVEMENTS	20
STREET LIGHTING	LAND IMPROVEMENTS	15

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PURCHASING PROCEDURES

CODE DJ-R&P

Fiscal management can only be achieved through proper and consistent purchasing procedures for the procurement of supplies, equipment and services for the school system. These purchasing procedures are to ensure not only the proper encumbrance for projection purposes, but to ensure management of funds is in compliance with Board Policy, generally accepted accounting principles and the rules of the New Hampshire Department of Education. This procedure shall:

- A. Provide for the consistent accountability of all District funds.
- B. Require that purchases be supported by purchase orders or contracts. Payment will be made only upon receipt of an original invoice and acknowledgment by the school or person receiving the goods or service of the completion of the order. When authorized by the Superintendent to complete a cash purchase, school personnel shall submit the original itemized receipt for reimbursement.
- C. Require that school personnel not collect funds from students for expenditures that are included in the school system budget.
- D. Require school personnel to maintain a clear audit trail from receipt of funds to disbursement of funds.
- E. Provide for an annual audit of student activity funds by either an internal or external auditor.
- F. Account for the disposition of surpluses or deficits from completed projects.

Order Request Forms must be completed on the appropriate form approved by the Superintendent, contain the account number to be charged, and bear the signature of the Principal or Supervisor. Orders that must be put to bid or have solicited price quotations must have a copy of the bid or quotation provided. Order Request forms will be verified for compliance with Board Policy regarding bid requirements, accuracy of account number to charge and fund availability prior to processing into a Purchase Order. It will be the responsibility of the Principal or Supervisor to request a transfer of funds to cover any order that will take an account over-budget.

Any individual who places an order without complying with the Purchase Order Procedure will be responsible for the payment of or return of the items received.

In the event of an emergency, the Superintendent may approve a purchase outside the regular procedure. An Order Request Form must be completed and a notation made of the date and time of the approval by the Superintendent. The Superintendent rather than the Principal or Supervisor will then sign the Order Request Form.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PURCHASING FROM PETTY CASH

CODE DJC-R&P

Under certain circumstances, a petty cash fund may be utilized as a means of making limited recurring or small emergency purchases. Due to the decentralized control and handling of these purchases and cash, certain procedures and safeguards are essential and prescribed in this instruction. Each school, the SAU Office, and Special Programs may maintain a petty cash fund to be used for such occurrences. The Principal of each school and an individual appointed by the Superintendent in the SAU Office and for Special Programs shall be the custodian of the Petty Cash Fund.

A school or department must request the fund from the Superintendent. The Accounting Department will provide the money upon approval. The designated petty cash fund custodian will be required to sign for the money and assume responsibility for its safeguarding and proper utilization. Petty Cash Funds must be kept to the minimum practical to meet requirements and must not exceed one hundred fifty dollars (\$150.00).

Responsibility for management and operation of the fund, in accordance with these procedures, is delegated to the approved custodian.

Approval for purchases from the petty cash fund must be secured from the custodian before making the purchase using petty cash fund money. Prior approval is necessary to ensure that:

1. The proposed purchase can properly be made from the petty cash fund.
2. The custodian authorized the purchase and will reimburse the purchaser.
3. The purchaser understands the procedures for purchase, requirements for an itemized receipt and procedures for reimbursement.

Upon approval by the custodian for the specific purchase and the amount to be spent, the individual will:

1. Make the authorized purchase.
2. Pay for the purchase.
3. Secure an itemized receipt marked paid by the vendor.

After making an authorized purchase as outlined above, the individual purchaser needs to be reimbursed by the custodian after:

1. Completion of a Petty Cash Slip
2. Attaching the Itemized Receipt to the slip

It is intended that the purchaser pay the vendor and secure reimbursement from the petty cash fund upon presentation of a receipt. Under unusual circumstances and when deemed necessary by the custodian, a cash advance may be made prior to the purchase under the following conditions:

1. The advance may be given only for the specific purchase approved.
2. The advance may not be outstanding for more than two working days.
3. The purchaser signs a Petty Cash Slip which is marked "Advance for Purchase" in the space for the General Fund Account No., with all other blanks completed the same as for a regular reimbursement.
4. The signed form is placed in the petty cash fund box.
5. Upon completion of the purchase:
 - a. The advance is marked "canceled" and is returned to the petty cash fund box
 - b. Reimbursement of excess funds received by the purchaser, or payment of any difference between the advance and the actual cost of the purchase is made to the purchaser
 - c. A new Petty Cash Slip is completed.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

The Custodian of the Petty Cash Fund shall maintain a full accounting of the fund. A Petty Cash Fund Monthly Reconciliation Report shall be completed and maintained on file. Each month the Custodian of the Petty Cash Fund shall submit a Petty Cash Reimbursement Request with the properly executed and signed Petty Cash Slips and the itemized receipts to the SAU Office for reimbursement to the Petty Cash Fund. Items purchased through the Petty Cash Fund shall be charged to the appropriate account in the District Budget. Items purchased through the Petty Cash Fund shall not over-expend a Budget Line Item.

No item shall be purchased through the Petty Cash Fund that has been denied purchase approval by the Superintendent during the Purchasing Procedure. Petty Cash Funds are not to be used to purchase any item classified as a Fixed Asset or a Building Improvement. Petty Cash Funds are not be used to pay wages or compensation classified as wages by the Internal Revenue Service. Petty Cash Funds are not be used to pay stipends or amounts reportable to the Internal Revenue Service on IRS Form 1099-MISC. Petty Cash Funds are not be used to cash checks, make change, or make cash advances (IOU's).

Items purchased in violation of the above constraints will be the sole financial responsibility of the person making such purchase and will not be reimbursed to the Petty Cash Fund.

All cash and sales slips, receipts or other applicable documents of the fund shall be secured and safeguarded in a metal lock box and placed in a locked desk, locked cabinet, or locked safe.

The Petty Cash Fund is subject to the Annual Audit performed by the Auditing Firm of the School District. The Superintendent, or his designee, may perform audits of the Petty Cash Fund throughout the year.

**SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES**

Petty Cash Fund Monthly Reconciliation Report

SCHOOL/LOCATION: _____ MONTH: _____

CASH ON HAND AMOUNT

CASH	
COIN	
	TOTAL CASH ON HAND: \$

RECEIPTS NO/VENDOR AMOUNT

	RECEIPTS ON HAND \$

TOTAL CASH AND RECEIPTS	\$
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PETTY CASH ALLOTMENT	\$
----------------------	----

VARANCE (Please Explain)*	\$
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*EXPLAINANTION/NOTES:

Petty Cash Custodian: _____

Date: _____

**SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES**

PETTY CASH REIMBURSEMENT REQUEST

SCHOOL/LOCATION: _____ MONTH: _____

Slip No.	Vendor	Account Number	Amount
TOTAL AMOUNT TO BE REIMBURSED:			\$

I certify the request for reimbursement to the Petty Cash Fund is made pursuant Board Policy DJC and all published rules and procedures relating to said policy.

I understand no reimbursement will be made for items not supported by a detailed receipt, for items that over-expend the account to which the reimbursement is to be charged, or for items that have been purchased in violation of Policy DJC.

Petty Cash Custodian: _____

Date: _____

*ORIGINAL, PETTY CASH SLIP, ITEMIZED RECEIPTS TO SAU 80.

KEEP ONE COPY FOR YOUR RECORDS

**SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES**

PETTY CASH SLIP

NO. _____

REQUESTED BY: _____ (Please Print)

AMOUNT: _____ \$ _____

PURPOSE (Be Specific): _____

FUNDS RECEIVED BY* _____ DATE: _____

*No reimbursement is to be made without an itemized Receipt

APPROVED BY: _____ DATE: _____
(Petty Cash Custodian)

GENERAL FUND ACCOUNT NO: _____

ORIGINAL – TO SAU OFFICE WITH RECEIPT COPY - FILE

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

BIDDING PROCEDURES

CODE DJE-R&P

All contracts for, and purchases of supplies, materials, equipment, and contractual services in the amount of \$5,000 or more, shall be based, when feasible, on at least three competitive bids. All purchases less than \$5,000 in amount may be made in the open market but shall, when possible, be based on at least three competitive quotations or prices. All purchases made in the open market shall be completed after careful pricing.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the District, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the District. The Board reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The Board also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the District.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PAYROLL PROCEDURES

CODE DKA-R&P

The District has a responsibility to maintain and provide, as required by law, complete and accurate information regarding payroll related issues, and ensure compensation to employees is done in a timely and accurate manner. For services performed under a regular contractual obligation, the District shall distribute payroll on a bi-weekly basis, with the date of payment and distribution on Thursday of the pay-week. The Superintendent may, in the event a holiday falls on the regularly scheduled payday, authorize payment to be made the first non-holiday day immediately prior to the scheduled payday.

Exempt employees, as defined by the Internal Revenue Service (IRS), shall be compensated based on their selected payroll-method, if available, on a bi-weekly basis as outlined above. The number of pays selected will be used to calculate a regular bi-weekly gross pay amount.

Non-exempt employees, as defined by the IRS, shall submit timecards reporting date and hours actually worked, and shall be signed by the Employee. Timecards are required for non-exempt employees, regardless of whether the non-exempt employee has chosen the salary-type payment or the hourly payment. Timecards must be reviewed and signed by the Employee's Supervisor. Signature of the Supervisor shall be verification that the hours reported are complete and accurate. Timecards are due in the Superintendent's Office no later than noon the Friday prior to the payday. The Superintendent, or his designee, may require timecards earlier in the event a holiday will require distribution of paychecks earlier than the normal payday.

The employee is responsible for reporting all hours worked, except for employees classified as "Substitutes". No employee is to work more hours than specified in their contract, unless specifically approved in advance by their Supervisor. Falsification of timecards will be subject to disciplinary action, up to and including dismissal.

The principal of each school is responsible for submitting a "Substitute Report" listing the date and reason for absences of all exempt employees and the name of the substitute, if any. This report will be used as the basis for payment to substitutes and is due in the Superintendent's Office the same day and time as timecards.

Employees may receive a contract for work to be performed that is of a specific nature, such as coaching or co-curricular. Additionally, employees may accept assignments that are not under an employment contract, such as curriculum work. Payments for supplemental contractual or assignment work shall be processed upon approval of the Superintendent, or his designee, and shall be distributed as directed by the Superintendent, or his designee.

The employee is responsible for providing information in writing, and as required to satisfy IRS or other Federal or State Agencies, regarding changes in legal name, address, Federal Withholding Status, and any other information used in payroll processing.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SAFETY PROGRAM

CODE EB-R&P

Purpose

- 1) To provide a clean, safe learning, teaching, and working environment, one which reduces problems of supervision, safety, security and morale to preserve a positive work environment.
- 2) To protect the safety and health of all students and employees and to comply with applicable federal and state laws.
- 3) To provide employee protection for work related illness or accident.
- 4) To provide a fire safe environment through safety practices and the standardization of procedures throughout the District to comply with State and Federal fire codes.

The establishment and maintenance of a safe work environment is the shared responsibility of the District and employees from all levels of the District organization. The District shall attempt to do everything within its control to assure a safe environment and compliance with federal, state, and local safety regulations.

The District shall follow the Administrative Rules for Safety Programs and Joint Loss Management Committees as outlined by the State of New Hampshire, Department of Labor. The District will utilize videos, brochures, and any other publication that may be available from organizations that the District has a contractual relationship with to enhance training and dissemination of information dealing with the safety of employees, students, and the public in general, as it relates to District activities.

The superintendent, plant operations director, principals, and custodians have a prime responsibility of assuring the life safety and well being of all occupants of any building under their authority. The building managers and custodians shall directly share in this responsibility in their respective buildings and building sites.

Joint Loss Management Committee

The Superintendent, as required by NH RSA 281-A:60, shall appoint a District Risk Management and Safety committee composed of representatives from throughout the District. The Business Administrator will supervise the work of this committee. The goal shall be to provide risk management and the safest possible work environment for employees, students, and visitors. The committee shall:

- a) Receive and consider safety concerns referred by schools, departments, and employees;
- b) Conduct inspections;
- c) Establish, communicate and execute an effective safety program;
- d) Promote risk management at all levels of the organization;
- e) Make recommendations for training and supervision of staff and students; and
- f) Submit to the Superintendent an annual report on the activities, findings, and recommendations of the committee.

Employees

Safe working conditions for all employees can be attained through the use of safety equipment, proper job instruction, frequent review of safety practices and procedures, and conscientious supervision. Therefore, each school and/or District department shall have a definite safety plan to establish school or departmental safety rules and procedures not covered in District-wide policy. The safety plan will be consistent with OSHA and Risk Management requirements and safe working practices.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

The District shall educate and train employees regarding safety rules and procedures by:

- a) orienting new employees;
- b) distribution of employee handbook with specific safety regulations;
- c) holding safety training sessions and classes;
- d) distributing and posting safety rules and publications;
- e) evaluating safe operating standards.

Employees are expected to obey safety rules and to exercise caution in all their work activities.

- a) They shall report in writing any unsafe conditions to their principal or supervisor.
- b) Principals, supervisors and employees at all levels of the District shall correct unsafe conditions or report unsafe conditions in writing as promptly as possible.
- c) Safety equipment and clothing shall be worn or used as required.

With respect to the proper use of equipment:

- a) Employees shall exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.
- b) Promptly notify their school principal or supervisor if any equipment, machines, tools, or vehicles appear to be damaged, defective, or in need of repair in order to prevent deterioration of equipment and possible injury to employees or others.
- c) Principals or supervisors shall answer any questions about an employee's responsibility for maintenance and care of equipment or vehicles used on the job.
- d) Improper, careless, negligent, destructive, or unsafe use or operation of equipment or vehicles, as well as excessive or avoidable traffic and parking violations, can result in disciplinary action, including discharge.

Violations of safety and health issues by employees will result in the following:

- 1st Offense – Verbal Warning and Review of violation
- 2nd Offense – Written warning and retraining
- 3rd Offense – Referral to the Superintendent for disciplinary action

Local School Responsibilities

Each principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: accident recordkeeping; driver and vehicle safety programs; in-service training; plant inspection; fire prevention; emergency response procedures; traffic safety problems relevant to students and/or employees; and a Crisis Management Plan that conforms to the national Incident Command System. The principal shall be responsible for developing student safety procedures to be used on school buses, school grounds (including playgrounds), during authorized school activities (such as field trips), and within school building(s). Student Safety Procedures shall be published annually in the Student Handbook, and a signed acknowledgement of receipt of the handbook will be kept on file at the school the student attends. Each school will develop and publish consequences for violations to Student Safety Procedures. The building's safety plan shall be on file in the SAU office.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

The building principal shall establish a Safe School Committee each school year. The committee will be composed of teachers, parents, students and support staff. Each Safe School Committee shall study and make recommendations, in writing, to the school principal regarding: unsafe conditions, student victimization, crime prevention, school violence, student harassment, intimidation, and bullying. The recommendations related to harassment, intimidation and bullying should focus on professional development needs of faculty and staff for the purpose of implementing methods to decrease the number of incidents and methods to encourage the development of individual relationships between students and staff and use of problem-solving teams that include counselors and /or school psychologists, and any other issues which prohibit the maintenance of a safe school.

The school principal shall transmit a final copy of the committee's recommendations to the superintendent annually. The superintendent, or his designee, shall maintain the reports in the records of the District.

Fire Prevention and Fire Safety

All employees of the District shall cooperate fully with the State Fire Marshal and local fire chiefs to insure that their respective schools, departments and building sites are in compliance with the State Fire Code.

Fire drills shall be conducted in accordance with Section 11-7 of the Life Safety Code as outlined below:

- 1) At least one fire drill shall be conducted every month the facility is in session. Note: in climates where the weather is severe, the monthly fire exit drills shall be permitted to be deferred provided that the required number of fire exit drills is achieved and at least four (4) are conducted before the drills are deferred.
- 2) Two of the required monthly fire drills may be replaced with two "natural hazard drills", provided that the fire chief has approved the elimination of the two fire drills and an emergency response plan has been placed on file with the fire chief and the NH Office of Emergency Management.
- 3) Drills shall be executed at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires.
- 4) Every fire exit drill shall be an exercise in school management for principal and teachers with the chief purpose of every drill being the complete control of the class so that the teacher can form its ranks quickly and silently.
- 5) Each class or group shall proceed to the predetermined point outside the building and remain there while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building.
- 6) The District shall notify the fire department prior to each drill.
- 7) A record of all fire drills shall be kept by the school principal. Records of fire drills shall include the time and date of each drill held, the name of the person conducting such drill and the time required to vacate the building.

Emergency Closings

The Superintendent is empowered to close the schools or to dismiss students early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

BUILDINGS AND GROUNDS SECURITY

CODE ECA - R & P

Identification Required

In order to provide for the safety and security of our students and staff, identification may be required of any person on school property. The Principal or his/her designee may refuse to allow persons having no legitimate business to enter school property, and may eject any undesirable person from the property upon his or her refusal to leave peaceably on request.

Safeguarding of Premises

The Director of Buildings and Grounds shall be responsible for the security of all district property, including facilities and grounds. In addition, the principal shall be responsible for building security, keys, building equipment and materials.

[a] The individual charged with building security and safety is responsible first to students--no student shall be allowed access without supervision to any part of the building that could endanger the student, i.e., boiler rooms, fan rooms or storage areas that house hazardous tools or substances.

[b] The public has the right to expect that everything possible will be done to keep District buildings free from theft and vandalism.

Hours when each building's security system is turned on or off shall be determined by the school principal in agreement with the Director of Buildings and Grounds.

[a] Only those with authorized security numbers shall request changes in the approved hours when building security is on or off.

[b] Employees may request to enter the building outside of normal hours of operation. If necessary, the District may establish a sign in/out log to track the use of the building in "off hours."

[c] The Director of Buildings & Grounds shall designate the employee responsible to make building checks on weekends as required by individual building requirements. The building checks shall be recorded showing the date and time of the building check.

Building Key Management

Keys shall be issued based on employees' need to perform assigned duties and the District's need to maintain security.

[a] Issuing Keys to Employees - School master keys may be issued only to the following personnel:

- (i) school principal;
- (ii) assistant principal(s);
- (iii) custodian (including part-time custodians);
- (iv) designated secretary;
- (v) school foods manager;

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- (vi) designated maintenance personnel; and
- (vii) other personnel designated by the superintendent.

[b] Other employees shall be issued the keys needed to access areas under their responsibility that enable them to perform their assigned duties.

[c] In no case shall keys be issued to students.

Management of Keys to Insure Security

- (i) Those responsible for building security shall develop a key checkout system which meets local school needs for building usage for times that the school is not normally open (weekends, evenings).
- (ii) Sets of keys used by employees for this purpose shall not have any master keys as a part of key sets.
- (iii) Any duplication of keys must be done by District maintenance personnel with approval of the building principal.
- (iv) Duplication of keys by any employee other than those with authority shall result in appropriate disciplinary measures.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT CONDUCT ON SCHOOL BUSES

CODE EEAEC-R&P

All students transported within the Shaker Regional School District, or outside the district when traveling for school sponsored activities, shall behave in a manner which is conducive to the safety and welfare of all passengers, including the driver. The following regulations are set forth to that end:

General:

- ❖ Children assigned to a particular bus are not permitted to ride on any other bus without a request by a parent and the approval of the principal.
- ❖ Students riding on district buses may not be discharged at a stop other than their own without permission of a parent and the approval of the principal.
- ❖ Elementary and middle school students who typically ride on district buses, but who do not wish to ride home on the bus on a particular day must have the permission of their parents.
- ❖ Elementary and middle school students who typically ride on district buses and who are leaving the school grounds by means other than their regular bus must have the permission of a parent and the approval of the principal. School authorities assume no responsibility for students leaving school grounds, with or without permission, instead of taking district transportation.

Conduct prior to Loading:

- ❖ Be on time at the designated bus stop.
- ❖ Stay off the road at all times while waiting for the bus. Bus riders are to conduct themselves in a safe manner while waiting.
- ❖ Wait until the bus comes to a full stop before attempting to board the bus.
- ❖ Bus riders should not move toward the bus until the driver signals them to do so.

While we recommend these regulations for the safety of our students, the District does not accept the responsibility of monitoring student behavior, or providing consequences for misbehavior, prior to boarding the bus.

Conduct while on the bus:

- ❖ Students are expected to treat the driver and other students with respect.
- ❖ Students must follow the directions of the driver.
- ❖ Students riding on district buses must stay in their seat while the vehicle is moving.
- ❖ Students must keep hands and head inside the bus at all times.
- ❖ Loud talking or any behavior that may unnecessarily divert the driver's attention is prohibited.
- ❖ Students shall assist in keeping the bus clean at all times.
- ❖ Students riding the bus should never tamper with the bus or its equipment.
- ❖ Students shall keep books, packages and other objects out of the aisles.
- ❖ Students shall not throw anything out of the window.
- ❖ Students shall not participate in horseplay on or around the bus.
- ❖ Students shall be quiet when the bus is approaching a railroad crossing.
- ❖ Students riding on district buses are not allowed to eat or drink on the bus.
- ❖ Items that are not allowed in school are not allowed on the bus.
- ❖ No gum, tobacco, smoking or smoking materials are allowed on the bus.
- ❖ No objects that may endanger the health or safety of the passengers are allowed on the bus.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Conduct while on the bus (Continued):

- ❖ Students shall not damage or deface any equipment on the bus, including seats and windows.
- ❖ Students riding on district buses are expected to take all articles that they bring on the bus with them.

Conduct after leaving the bus:

- ❖ Be alert to a danger signal from the driver.
- ❖ If crossing the road is necessary after getting off, do so several feet in front of the bus after looking carefully in each direction.
- ❖ Older students are expected to look after the safety of the younger students.

Violations of Bus Conduct Regulations:

Students shall follow SRSD Policy JIC - Student Conduct while en route to and from school by bus or other transportation provided by the school system, or while in any vehicle used in connection with a school function or activity.

Although there may be circumstances that could result in immediate suspension from the bus, the following progressive discipline shall generally be followed:

FIRST OFFENSE – will result in a letter of warning with a copy sent to the student’s parents/guardians, and a copy kept on file in the school administrator’s office.

SECOND OFFENSE – will result in either an after-school detention (at the elementary school level) or a one-day suspension (at the middle and high school levels) from any bus, depending on the infraction. This includes field trips, sports events or any activities.

THIRD OFFENSE – will result in a one to three-day suspension from any bus, depending on the infraction. This includes field trips, sports events or any activities.

FOURTH OFFENSE – will result in a five-day suspension from any bus. This includes field trips, sports events or any activities.

FIFTH OFFENSE – will result in a referral to the Superintendent of Schools for a suspension which may extend beyond five days from any bus. This includes field trips, sports events or any activities.

SUBSEQUENT OFFENSES – will be referred to the School Board Disciplinary Review Panel to determine further consequences up to, and including, exclusion from the bus privilege.

RSA 189:9 – Pupils prohibited for disciplinary reasons.

Notwithstanding the provisions of RSA 189:6-8, the Superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil’s parent or legal guardian.

- I. If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil’s right.
- II. Until the appeal is heard, or if the suspension of pupil’s right to ride the school bus is upheld, it shall be the parents’ or guardians’ responsibility to provide transportation to and from school for that pupil for the period of the suspension.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FOOD SERVICE PROGRAM

CODE EF-R&P

The purpose of the Shaker Regional School District Food Service Program is to provide nutritious meals to all students attending Shaker Regional Schools. The Food Service Program shall serve lunches, which meet the requirements established by the United States Department of Agriculture.

It is the goal of the District to provide student meals for a reasonable price which will also enable the Food Service Program to operate fiscally independent from General Fund revenue. The price of all meals served through the Food Service Program shall be set by the School Board.

Coordinator of Food Services

The District will employ a Coordinator of Food Services who shall be directly accountable to the Business Administrator. The Coordinator shall be responsible for all purchasing, record keeping and administration of the food services program. Local food purchasing shall take into account the availability of commodities from the federal government and any other proper source of donated or discounted food.

The Coordinator of Food Services will develop in-service training programs for the food service staff.

Records and Accounts

The Shaker Regional School District shall comply with all regulations regarding the keeping of accounts and records and the making of reports prescribed by the Department of Education. Such accounts and records including the preparation of annual budgets for Board review and Food Service Special Revenue Fund annual financial reports to the Board shall be available at all times for inspection and audit by authorized officials and shall be preserved for a period as specified by the Department of Education. A Statement of Revenues, Expenditures, and Changes in Fund Balance for the Food Service Special Revenue Fund shall be included in the annual financial audit of the Shaker Regional School District.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FREE & REDUCED PRICE FOOD SERVICE

CODE EFC-R&P

The purpose of the Shaker Regional School District Food Service Program is to provide nutritious meals to all students attending Shaker Regional Schools. The Food Service Program shall serve lunches, which meet the requirements established by the United States Department of Agriculture.

It is the goal of the District to provide student meals for a reasonable price which will also enable the Food Service Program to operate fiscally independent from General Fund revenue. The price of all meals served through the Food Service Program shall be set by the School Board.

Free and Reduced Price Meals

The Shaker Regional School District has entered into agreement to participate in the National School Lunch Program, School Breakfast Program, and to receive commodities donated by the United States Department of Agriculture, and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction.

The School District assures the New Hampshire Department of Education, School and Community Nutrition Services, that the school system will uniformly implement the following policy with respect to determining the eligibility of children for free and reduced price meals in all National School Lunch Program, National School Breakfast Program and commodity-only schools under its jurisdiction.

In fulfilling its responsibilities, the Shaker Regional School Board:

- A. agrees to serve meals free to children from families whose income is at or below that listed in the Eligibility Scale.
- B. agrees to serve meals at the reduced price annually recommended by USDA to children from families whose income is at or below that listed in the Eligibility Scale.
- C. agrees to provide these benefits to children from families experiencing unemployment which causes the family income to fall within the criteria specified in the Eligibility Scale.
- D. agrees that there will be no physical segregation of, or any other discrimination against, any child because of inability to pay the full price of the meal. The names of children eligible to receive free or reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or by any other means.
- E. agrees that in the operation of child nutrition programs, no child shall be discriminated against because of race, color, national origin, religion, age, sex or handicap, and
- F. agrees to establish and use a fair hearing procedure in cases of appeal by parents of the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or of the continued eligibility of any children for free or reduced price meals. During the appeal and hearing, the child will continue to receive free or reduced price meals.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

A record of all such appeals and challenges and their dispositions shall be retained for three years after the end of the fiscal year to which they pertain.

Prior to initiating the hearing procedure, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide:

1. a simple method for making an oral or written request for a hearing,
2. an opportunity to be assisted or represented by an attorney or other person,
3. an opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal,
4. that the hearing shall be held with reasonable promptness and convenience and that adequate notice shall be given as to the time and place of the hearing,
5. an opportunity to present oral or documentary evidence and arguments supporting a position without undue interference,
6. an opportunity to question or refute any testimony or other evidence and confront and to cross-examine any adverse witness,
7. that the hearing shall be conducted and the decision made by a hearing official who did not participate in the decision under appeal or any previous conference,
8. that the decision of the hearing official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record,
9. that the parties concerned and any designated representative thereof shall be notified in writing of the decision of the hearing official,
10. that a written record shall be prepared with respect to each hearing. This record shall include the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official including the reasons therefore, and a copy of the notification to the parties concerned of the hearing official's decision, and
11. that such written record of each hearing shall be preserved for a period of three years after the end of the fiscal year to which it pertains and shall be available for examination by the parties concerned or their representative at any reasonable time and place during such period.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

G. agrees to designate the school principal to review applications and make determinations of eligibility. The principal will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.

H. agrees to develop and send to each child's parent or guardian a letter, including an application form for free and reduced price meals at the beginning of each school year and whenever there is a change in eligibility criteria, unless specifically exempted from doing so.

Parents will be requested to complete the application and return it to the school principal for review. Such applications and documentation of action taken will be maintained for three years after the fiscal year to which they pertain or according to the school system's records retention schedule, whichever is longer. If the audit findings have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of issues raised by the audit.

Applications may be filed at any time during the year and any parent enrolling a child in a school for the first time, at any time during the year, shall be supplied with such documents.

All children from a household will receive the same benefits based on income information; however, categorical eligibility may be different for individual children. Children will be served meals immediately upon the establishment of their eligibility.

When an application is rejected, parents and guardians will be informed of the reason for denial and of the hearing procedure. The designated hearing official is the Shaker Regional School District's Business Administrator.

I. agrees to establish a procedure to collect money from children who pay for their meals and to account for the number of free, reduced-price and full-price meals. The procedure referenced in the Meal Accountability Procedures will be used so that no other child in the school will consciously be made aware, by such procedure, of the identity of the children receiving reduced price or free meals.

J. agrees to verify in accordance with program regulations and maintain records as follows:

1. By December 15, by random sample or by focused sample, a number of approved applications on file on October 31, using the following procedures:

a. Randomly select at a minimum 3 percent or 3000 whichever is less of the number of applications approved for free and reduced price meals that are on file on October 31 or from applications approved based on income and claiming monthly income within \$100.00 or yearly income within \$1,200 of the eligibility limit for free or reduced-price meals, one percent; plus 0.5 percent of food stamp households whose applications provided food stamp case numbers in lieu of income information.

b. Mail to parents of selected students written notification of their selection, which includes acceptable sources of income documentation.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- c. If documentation does not support the present approved category, mail parents a "Notification of Change in Benefits" letter, for Non-Food Stamp/AFDC Households or for Food Stamp/AFDC Households.
- d. If no response is received within ten calendar days, terminate benefits.
- e. Provide a discussion and/or hearing (using procedures previously outlined) if requested by parents.
- f. If no response is received to the second letter within ten days, immediately terminate or change the eligibility for all children in the household in schools in the system.
- g. Maintain "School Verification Record of Action."
- 2. Complete "School Summary of Verification Efforts" by December 15 and submit to system office. Maintain "School Verification Record of Action," to support the summary.
- 3. Complete "System Summary of Verification Efforts" by January 15 and submit to area school nutrition consultant.
- 4. Maintain a file of all documentation used in verification, including copies of all letters sent to each parent along with copies of income documentation supplied by parents and documentation of current food stamp or AFDC eligibility.
- K. agrees to implement accountability requirements as spelled out by the United States Department of Agriculture in 7CFR210.8 to include, at a minimum:
 - 1. Developing and implementing meal accountability procedures
 - 2. Performing monthly edits of all school claims for reimbursement
 - 3. Monitoring meal accountability procedures during an annual review of each school.
- L. agrees to assign to School Nutrition Program personnel primary responsibilities for the following functions:
 - 1. Collecting cash for meals served to students.
 - 2. Counting meals served for the purpose of filing reimbursement claims.
 - 3. Processing applications for approval and denial of free and reduced-price meals.
 - 4. Maintaining a current student eligibility list.
 - 5. Verifying free and reduced-price meal applications.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COLLECTION OF MONEY FOR FOOD SERVICES

CODE EFDA-R&P

Parents, students and staff should be encouraged to pay for meals in advance. In the event a staff member does not have the funds for a meal, the staff member can charge meals, providing the total outstanding balance does not exceed \$5.00.

If the parent sends funds in for a breakfast and/or lunch but does not send funds sufficient to cover the outstanding amount, the funds received shall be used for the purchase of that day's meal(s).

Weekly phone calls are made to the parent/guardian of any student who has a negative balance, advising them of the amount owed. Once a student's outstanding balance reaches \$10.00 phone calls are placed nightly and advise the parent/guardian of the amount due to the Food Service Program.

Additionally, The Food Service Director will send a letter to the parent/guardian of students in grades K-12 and shall provide a Free or Reduced Lunch Application.

No student in Kindergarten through Grade 2 will be denied a snack milk and the cost will be added to their balance.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COMMUNICATION SERVICES-COMPUTER AND INTERNET ACCESS CODE EGA – R&P

Includes:

- 1) Student Acceptable Use Computer Policy**
- 2) Student Acceptable Use Agreement for Personal Wireless Devices**
- 3) Staff Acceptable Use Computer Policy**
- 4) Digital Media Access Form**

STUDENT ACCEPTABLE COMPUTER USE POLICY

Purpose of this Document

To establish a policy to promote efficient, secure, ethical and legal use of the Shaker Regional School District's (SRSD) computer information system. This policy applies to all users of the computer information systems located or accessed in the SRSD as well as users who obtain their access privileges through association with the SRSD.

Introduction

Today we live in a world that makes it possible for people to communicate globally. Through the use of new technologies in telecommunications, such as computer networks, and the Internet, people are capable of gaining and sharing vast amounts of information with others from their businesses, homes and schools. These technologies make it possible for students in the SRSD to research thousands of libraries, universities, and databases for information related to appropriate subjects taught in their classrooms.

The SRSD computer information systems, with/or without Internet access, are provided for the use of all students and staff.

The SRSD is required by NH Law (RSA 194:3-d) to have an Acceptable Use Policy. RSA 194:3-d "School District Computer Networks" states:

1. "Every school district which has computer systems or network(s) shall adopt a policy which outlines appropriate and acceptable use, as well as the inappropriate and illegal use, of school district computer systems and networks, including, but not limited to, the Internet."
2. "All users of school district computer systems and/or networks who intentionally violate the district policy and who intentionally damage the computer system and/or the network shall assume legal and financial liability for such damage. For purposes of this section, "user" means any person authorized to access the school district's computer systems or network, including, but not limited to, the Internet." Source. 1997, 285:1, eff. Jan. 1, 1998.

Definition

The definition of "computer information systems" is any configuration of computer hardware and software that connects users. This includes all internal (intranet) and external (Internet) connections, as well as all of the computer hardware, operating system software, application software, stored text and data files. This also includes electronic mail, local databases, externally accessed databases, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this policy.

Educational Purpose

The SRSD provides resources for teaching and learning; communications services; and business data services by maintaining access to local, regional, national, and international sources of information. The

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

public trusts that each member of the school community will use the SRSD's computer information systems with care and respect, and in accordance with the policies and regulations established by the SRSD. Only authorized users may use SRSD information networks, and the network shall not constitute a public forum. This policy does not attempt to articulate all required and proscribed behavior by computer information systems users.

The SRSD will endeavor to provide a secure and wholesome Internet experience. The SRSD utilizes Children's Internet Protection Act (CIPA) compliant content filtering mechanisms to filter Internet access. However, it is possible that a user will be able to find ways to circumvent Internet access controls. Students are warned of the potential availability of offensive material on the Internet, and are advised that they are ultimately responsible for their conduct on the Internet.

The SRSD will, as part of Information and Communication Technologies Instruction, review, on an annual basis, this policy and general Internet Safety Guidelines with all students.

District Rights

The SRSD reserves the right to:

1. Monitor all activity.
2. Make determinations on whether specific uses of the computer information systems are consistent with the computer information systems usage guidelines.
3. Log network and monitor disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the computer information systems at any time it is determined that the user engaged in unauthorized activity or violated acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the SRSD's network activity.

Monitoring/Data Retention Policy

1. Teachers and staff will supervise students while accessing SRSD computer information systems. Outside of school, families bear the responsibility to guide their children as they access the Internet just as parents do with other information sources such as television, telephones, movies, and other potentially offensive media.
2. Network administrators will review files and communications periodically to maintain system integrity and insure that users are using the systems responsibly.
3. All log files used by the SRSD for monitoring purposes shall be purged from the system 30 days after the file creation date. These will include all logs currently generated by SRSD firewalls in the schools and the School Administrative Unit (SAU) offices.
4. All files created on the SRSD computer information systems are considered SRSD property. Any right of privacy the user may otherwise have to material that the user has accessed through or stored on the District computer information systems is hereby waived. Students have no rights of privacy with regard to the use of the SRSD's computer information systems.
5. Log file information will be disclosed to persons to the extent provided by law. Any person seeking to view the log file must submit a written request with the Superintendent. The Technology Coordinator for the SRSD will then assist the person viewing the files to prevent the disclosure of personally identifiable student information and other information exempt from disclosure under the law. In other words, a person will not be given log files containing exempt information on disks to take home and filter on his/her own. A person who wishes to review a large number of log entries may be charged an appropriate administrative fee.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

User Responsibilities

1. Successful operation of the computer information systems requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the computer information systems. The user is ultimately responsible for his/her actions while accessing the computer information systems.
2. Users will not respond to any illicit or suspicious activities. Users shall immediately report such activities to an administrator, teacher or staff member.

Usage Guidelines

Acceptable Use

1. Access to the computer information systems within the SRSD is a privilege and must be treated as such by all users.
2. Computer information systems will be used for the purposes of academic research, education, and school-related business and operations. Computer information systems shall not be used for recreational and/or commercial purposes.
3. Any system that requires password access or for which the SRSD requires an account will only be used by the authorized account user. Account owners are responsible for all activity under their accounts.
4. The resources of the SRSD are limited. All users must exercise prudence in the shared use of these resources.
5. All communications and information accessible via any SRSD computer information system shall be treated as SRSD property.
6. All software installation will be done by personnel authorized by the SRSD Technology Coordinator.
7. All software used on SRSD equipment must be licensed to the SRSD.

Unacceptable Use

The SRSD has the right to take disciplinary action, remove computer information systems privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable activities constitute, but are not limited to, any activity through which any user: Interferes with or disrupts other computer information systems users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms, viruses and such, distributing quantities of information that overwhelm the system, and/or using SRSD computer information systems to make unauthorized entry into any other resource accessible via the network.

1. Invades the privacy of individuals or entities or seeks to gain or gains unauthorized access to information resources.
2. Violates institutional or third-party copyright, license agreements or other contracts.
3. Uses or knowingly allows another to use any computer or computer information system to devise or execute a scheme to defraud or obtain money, property, services, or other things of value by false pretenses, promises, or representations.
4. Destroys, alters, dismantles or otherwise interferes with the integrity of computer-based information and/or information resources, including hardware, software, or data.
5. Uses the computer information systems for commercial or political activity.
6. Installs unauthorized software for use on District computers.
7. Modifies computer configuration settings, including but not limited, to file sharing configurations and network settings.
8. Uses the computer information system to access inappropriate materials.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

9. Acquires, communicates, creates, submits, publishes, displays or participates in any materials, messages or activities on District computer information systems.

Restricted Materials and Actions

To keep users and the SRSD's computer information systems secure, the following are not allowed:

1. Use of personal computers, except when such use is provided by a signed *Student Acceptable Use Agreement for Personal Wireless Devices*.
2. Use of personal email accounts. Users may not access these accounts from the school network. This includes, but is not limited to Hotmail, AOL mail, Yahoo mail, and personal mail accounts through an Internet Service Provider account.
3. Use of peer-to-peer file sharing programs.
4. Use of games, unless for educational purposes and approved by the building principal.
5. Use of online chat rooms or instant message systems, unless for educational purposes and with prior approval of the building principal.
6. Use of social networking sites, unless set up for educational purposes by the student's teacher and with prior approval of the building principal.
7. Use or publication of a student's full name, address and/or email address in conjunction with the SRSD web pages.

Consequences of Violations

The SRSD values the appropriate and responsible use of its computer information system. Any system user identified as a security risk or violating SRSD computer information system guidelines shall be denied access to the SRSD's computer information systems.

Infractions set forth in this agreement may result in suspension or termination of access privileges and/or other appropriate disciplinary action in accordance with SRSD policy. Inappropriate behavior in violation of state and federal statutes will be subject to prosecution by those authorities.

Exceptions

The SRSD Technology Coordinator will, in consultation with administration may make exceptions to any of the previously mentioned restrictions, on an individual basis. Any request for an exception must be based on an academic need, and the decision to allow that exception will be based on the academic need balanced with the SRSD's need to protect its users and property. A separate contract will be created for each exception that outlines the details of that exception, and the responsibilities that go along with it.

Disclaimer

The SRSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. The SRSD specifically disclaims any responsibility for the accuracy of information obtained through the network and the Internet and the use of any information obtained is the user's risk.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PARENT PERMISSION LETTER

We are pleased to offer students of the Shaker Regional School District (SRSD) access to the district computer network for the Internet and the World Wide Web. To gain access, all students must obtain parental permission and must sign and return this form to the administrator, media specialist, or educator requesting it. Students 18 and over may sign their own forms if they have authorization on file.

User Agreement and Parent Permission Form

I have read and hereby agree to comply with the Shaker Regional School District Acceptable Use Policy.

Student Signature _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access network computer services, including the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, despite the best efforts of school personnel to monitor computer use. I accept responsibility for setting and conveying standards for my son or daughter to follow when selecting, sharing or exploring information on the SRSD's computer systems.

Parent Signature _____ **Date** _____

Name of student _____

School _____ **Grade** _____

____ **I give my child permission to have access to the Internet.**

____ **I do not wish my child to have access to the Internet.**

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Student Acceptable Use Agreement for Personal Wireless Devices.

This agreement may only be executed by students who have previously returned a *Student Acceptable Computer Use Agreement* form signed by their parent/guardian allowing them to use the Internet at school. This agreement provides additional authorization to access the Shaker Regional School District (SRSD) student wireless network using personal devices. It does not supersede any information in the Student Acceptable Computer Use Agreement.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to fully control. Therefore, SRSD provides this agreement governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on personally owned equipment.

Acceptable Devices: Students may access the student wireless network with any device with 802.11 connectivity. Students may only access the network with devices that are their own personal property. (The sharing of devices will result in loss of privilege.)

Content: Filtered access to the Internet will be provided for student-owned devices.

Personal Responsibility: The SRSD assumes no responsibility for the loss of, theft of, or damage to any personal device that a student connects to the student wireless network or any information on that device.

Security: Students shall not impair the security of the SRSD networks. This expectation includes but is not limited to:

Students are expected to maintain up-to-date antivirus and antispyware protection on all devices that are connected to the SRSD student wireless network. Devices without up-to-date security programs may be denied access to the network.

Students are expected to safeguard all network passwords. Students should not share network passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

No IT Support: Students are responsible for setting up and maintaining the devices that they connect to the network. The SRSD will not provide IT support for student-owned devices.

Authorized Use: Students may use the student wireless network when they are not in class. Students may not use the student wireless network in class *unless* authorized by the teacher of that class.

Inappropriate Use: The SRSD networks are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the SRSD student wireless network primarily for educational purposes. Incidental personal use of the network is acceptable, but students should not use the network for personal activities that consume significant network bandwidth or for activities that violate school policy or local law. These include but are not limited to:

1. Online gaming
2. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
3. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
4. Conducting any activity that is in violation of school policy or local, state, or federal law.
5. Participating in political activities.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

6. Conducting for-profit business.
7. Using hacking tools on the network or intentionally introducing malicious code into the SRSD network.
8. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
9. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures.
10. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

No Expectation of Privacy: SRSD can and does monitor Internet access and activity on the SRSD networks, including but not limited to sites visited, content viewed, and email sent and received. The SRSD may examine a student's personal device and search its contents if there is a reason to believe that school policies, regulations, or guidelines regarding access to the network or use of the device have been violated.

Disruptive Activity: Students should not intentionally interfere with the performance of the student wireless network and the SRSD's overall networks.

Unauthorized Networks: Students may not create unauthorized wireless networks to access SRSD's student wireless network. This includes establishing wireless access points, wireless routers, and open networks on personal devices.

No Use of Wired Networks: Students may use only the SRSD student wireless network for personal devices. They may not attach personal devices to the SRSD wired networks.

Consequences of Inappropriate Use: Students who misuse SRSD's student wireless network will be subject to discipline which may include loss of access to student wireless or all Internet access and/or other appropriate disciplinary or legal action in accordance with SRSD Policies and applicable laws.

Student Name: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FACULTY & STAFF ACCEPTABLE USE AGREEMENT

Purpose of this Document

To establish an agreement to promote efficient, secure, ethical and legal use of the Shaker Regional School District's (SRSD) computer information system. This agreement applies to all users of the computer information systems located or accessed in the SRSD as well as users who obtain their access privileges through association with the SRSD.

Introduction

Today we live in a world that makes it possible for people to communicate globally. Through the use of new technologies in telecommunications, such as computer networks, and the Internet, people are capable of gaining and sharing vast amounts of information with others from their businesses, homes and schools. These technologies make it possible for Faculty and Staff in the SRSD to research thousands of libraries, universities, and databases for information related to appropriate subjects taught in their classrooms.

The SRSD computer information systems, with/or without Internet access, are provided for the use of all students and staff.

The SRSD is required by NH Law (RSA 194:3-d) to have an Acceptable Use Policy. The law states:

1. "Every school district which has computer systems or network(s) shall adopt a policy which outlines appropriate and acceptable use, as well as the inappropriate and illegal use, of school district computer systems and networks, including, but not limited to, the Internet."
2. "All users of school district computer systems and/or networks who intentionally violate the district policy and who intentionally damage the computer system and/or the network shall assume legal and financial liability for such damage. For purposes of this section, "user" means any person authorized to access the school district's computer systems or network, including, but not limited to, the Internet." Source. 1997, 285:1, eff. Jan. 1, 1998.

Definition

The definition of "computer information systems" is any configuration of computer hardware and software that connects users. This includes all internal (intranet) and external (Internet) connections, as well as all of the computer hardware, operating system software, application software, stored text and data files. This also includes electronic mail, local databases, externally accessed databases, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this agreement.

Educational Purpose

The SRSD provides resources for teaching and learning; communications services; and business data services by maintaining access to local, regional, national, and international sources of information. The public trusts that each member of the school community will use the SRSD's computer information systems with care and respect, and in accordance with the policies and regulations established by the SRSD. Only authorized users may use SRSD information networks, and the network shall not constitute a public forum. This agreement does not attempt to articulate all required and proscribed behavior by computer information systems users. The SRSD will endeavor to provide a secure and wholesome Internet experience. The SRSD utilizes Children's Internet Protection Act (CIPA) compliant content filtering mechanisms to filter Internet access. However, it is possible that a user will be able to find ways to circumvent Internet access controls. Staff are warned of the potential availability of offensive material on

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

the Internet. Staff are advised that they are ultimately responsible for their conduct on the Internet. The SRSD will, as part of Information and Communication Technologies Instruction, review, on an annual basis, this agreement and general Internet Safety Guidelines with all staff.

District Rights

The SRSD reserves the right to:

1. Monitor all activity.
2. Make determinations on whether specific uses of the computer information systems are consistent with the computer information systems usage guidelines.
3. Log network and monitor disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the computer information systems at any time it is determined that the user engaged in unauthorized activity or violated acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the SRSD's network activity.

Monitoring and Data Retention

1. Network administrators will review files and communications periodically to maintain system integrity and insure that users are using the systems responsibly.
2. Faculty and Staff have no rights of privacy with regard to the use of the SRSD's computer information systems. Any right of privacy the user may otherwise have to material that the user has accessed through or stored on the District computer information systems is hereby waived.
3. Log file information will be disclosed to persons to the extent provided by law. Any person seeking to view the log file must submit a written request with the Superintendent. The Technology Coordinator for the SRSD will then assist the person viewing the files to prevent the disclosure of personally identifiable student information and other information exempt from disclosure under the law. In other words, a person will not be given log files containing exempt information on disks to take home and filter on his/her own. A person who wishes to review a large number of log entries may be charged an appropriate administrative fee.

User Responsibilities

1. Successful operation of the computer information systems requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the computer information systems. The user is ultimately responsible for his/her actions while accessing the computer information systems.
2. Users will not respond to any illicit or suspicious activities. Users shall immediately report such activities to an administrator.

Usage Guidelines

Acceptable Use

1. Computer information systems will be used for the purposes of academic research, education, and school-related business and operations. Computer information systems shall not be used for recreational and/or commercial purposes.
2. Any system that requires password access or for which the SRSD requires an account will only be used by the authorized account user. Account owners are responsible for all activity under their accounts.
3. The resources of the SRSD are limited. All users must exercise prudence in the shared use of these resources.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

4. All communications and information accessible via any SRSD computer information system shall be treated as SRSD property.
5. All software installation will be done by personnel authorized by the SRSD Technology Coordinator.
6. All software used on SRSD equipment must be licensed to the SRSD.

Unacceptable Use

The SRSD has the right to take disciplinary action, remove computer information systems privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable activities constitute, but are not limited to, any activity through which any user:

1. Interferes with or disrupts other computer information systems users, services or equipment.
Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms, viruses and such, distributing quantities of information that overwhelm the system, and/or using SRSD computer information systems to make unauthorized entry into any other resource accessible via the network.
2. Invades the privacy of individuals or entities or seeks to gain or gains unauthorized access to information resources.
3. Violates institutional or third-party copyright, license agreements or other contracts.
4. Uses or knowingly allows another to use any computer or computer information system to devise or execute a scheme to defraud or obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer-based information and/or information resources, including hardware, software, or data.
6. Uses the computer information systems for commercial or political activity.
7. Installs unauthorized software for use on SRSD computers.
8. Modifies computer configuration settings, including but not limited, to file sharing configurations and network settings.
9. Uses the computer information system to access inappropriate materials.

Restricted Materials and Actions

To keep users and the SRSD's computer information systems secure, the following are not allowed:

1. Use of personal computers to access computer information systems.
2. Use of peer-to-peer file sharing programs.
3. Use of games, unless for educational purposes and approved by the building principal.
4. Use of online chat rooms or instant message systems, unless for educational purposes and with prior approval of the building principal.
5. Use of social networking sites, unless set up for educational purposes and with prior approval of the building principal.
6. Use or publication of a student's full name, address and/or email address in conjunction with SRSD web pages.

Consequences of Violations

The SRSD values the appropriate and responsible use of its computer information system. Any system user identified as a security risk or violating SRSD computer information system guidelines shall be denied access to the SRSD's computer information systems.

Infractions set forth in this agreement may result in suspension or termination of access privileges and/or other appropriate disciplinary action in accordance with SRSD policy. Inappropriate behavior in violation of state and federal statutes will be subject to prosecution by those authorities.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Exceptions

The SRSD Technology Coordinator will, in consultation with administration, may make exceptions to any of the previously mentioned restrictions, on an individual basis. Any request for an exception must be based on an academic need, and the decision to allow that exception will be based on the academic need balanced with the SRSD's need to protect its users and property. A separate contract will be created for each exception that outlines the details of that exception, and the responsibilities that go along with it.

Disclaimer

The SRSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. The SRSD specifically disclaims any responsibility for the accuracy of information obtained through the network and the Internet and the use of any information obtained is at the user's risk.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SHAKER REGIONAL SCHOOL DISTRICT

Employee Consent Form

I have read the Acceptable Use Agreement and agree to abide by the rules and conditions for using the Shaker Regional School District computer information systems. I understand that any violation of these rules and conditions could result in disciplinary action.

Employee Name (please print)

Employee Signature

_____ Date _____

Updated ____8/1/02009____ 2010

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Shaker Regional School District Teacher Request for Access to Web-based Digital Media

Form must be completed and submitted 14 days prior to intended use.

Name: _____ Class/Grade _____

Date Needed: _____

Specific Start Time: _____ Specific End Time: _____

I request access to the following digital media content provider:

_____ (ie, Teachertube, Flickr, Blabberize, Class
Blogmeister, EduBlogs, PBWorks, other specific media website)

Program name or topic

URL address

_____	_____
_____	_____
_____	_____
_____	_____

Description of program and curriculum application:

Date

Teacher Signature

Approved for Instructional Use: _____

Principal's Signature

Approved for Instructional Use: _____

Technology Coordinator's Signature

SRSD BYOD User Agreement

I agree with the following statements pertaining to my personal networked information device usage on the SRSD_Guest network:

- ☐ I agree that SRSD_Guest is a shared resource. Thus, using excessive bandwidth for extended periods of time and inhibiting the use of the network by others may result in the termination of my network services.
- ☐ I agree that the digital reproduction and distribution of copyrighted materials is against federal law. Anyone found distributing (sharing) such material, including copyrighted music, digitized video from copyrighted motion pictures, copyrighted software, etc.) is subject to termination of their network services.
- ☐ I agree that attempts to circumvent or defeat any mechanism put in place by SRSD IT Staff to manage the network or filter Internet access will be subject to immediate termination of my network services.
- ☐ I agree that the SRSD_Guest network may not be used for any commercial purposes or used to provide network or Internet access to anyone outside of the school community for any purpose.
- ☐ I agree that forgery or other misrepresentation of my identity via email or any other form of communication is a violation of District Policy. This includes forging of IP addresses or Ethernet adapter addresses to conceal your computer's identity.
- ☐ I agree that any unauthorized attempt to access another person's device (on or off campus) is prohibited. Attempts to access the devices of others will result in the immediate disconnection of the suspected network connection until the matter has been resolved.
- ☐ I agree to renew my device registration every year.
- ☐ I agree that if I leave the District, I will lose all network privileges on the SRSD_Guest network.
- ☐ For Microsoft Windows based devices, I agree to have a paid subscription to Anti-Virus software installed, running, and up to date at all times, inside and outside of school.
 - A list of acceptable antivirus programs is available online at http://www.SRSD_Guest.org/tech/antivirus.htm
 - *Since, as of the publication of this agreement, there are no known viruses for OSX or Linux; antivirus software will not be required for Apple or Android devices at this time.*
- ☐ I agree to keep the device's operating system fully patched with critical and security updates.
- ☐ I agree that SRSD IT staff members may examine my device at any time for the purpose of verifying that it is in compliance with this agreement.

☐ I agree that my device's name is currently _____ and I will notify SRSD IT staff anytime I change it.

☐ I agree that the Shaker Regional School District is not responsible for any support of my device or any possible damage the connection to SRSD_Guest network may cause. The Shaker Regional School District assumes NO responsibility for costs associated with loss or damage to my personal digital device and its associated peripheral equipment.

☐ I agree that I am only to use SRSD_Guest managed wireless access points to connect to the internet from within school grounds. I understand that connection to third party access points is not permitted. SRSD_Guest services and wiring may not be modified or extended beyond the area of their intended use.

Printed Name: _____ Date: _____

Signature : _____ Parent\Guardian signature: _____

Name and brand of device: _____

Wireless MAC Address: _____

Name and brand of device: _____

Wireless MAC Address: _____

Name and brand of device: _____

Wireless MAC Address: _____

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COPYRIGHT COMPLIANCE

CODE EGAD-R&P

The Shaker Regional School Board recognizes that all Shaker Regional School District employees and students are responsible for observing all provisions of copyright and other intellectual property laws of the United States and related court decisions. It is the intent of the Shaker Regional School District to delineate, enforce, and abide by the provisions of current copyright laws as they affect the district and its employees. Copyright materials, including print and non-print material and computer software will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

Employees shall not violate copyright regulations. The Board does not sanction illegal duplication in any form. Neither the Shaker Regional School Board nor the Shaker Regional School District shall assume responsibility for actions of Shaker Regional School District employees or students in violation of the above-mentioned laws. Employees who willfully disregard the district's copyright position are in violation of Board policy; they do so at their own risk and assume all liability.

GUIDELINES FOR CLASSROOM COPYING:

- I. SINGLE COPYING FOR TEACHERS: A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
 - A. A chapter from a book.
 - B. An article from a periodical or newspaper.
 - C. A short story, short essay, or short poem, whether or not from a collective work.
 - D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
- II. MULTIPLE COPIES FOR CLASSROOM USE: Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
 - A. The copying meets the tests of brevity and spontaneity as defined below.
 - B. The copying meets the cumulative effect test as defined below.
 - C. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) From a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) An excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. [Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]
- (iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

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- (iv) "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity:

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term. [The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

GUIDELINES FOR EDUCATIONAL USES OF MUSIC

PERMISSIBLE USES:

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. Multiple copies: For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per student. Single copies: For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, confirmed by the copyright proprietor to be out of print or unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

EXCLUSIVE RIGHTS

Employees of the District shall comply with the provisions of the United States Copyright Law. Subject to certain specific exceptions, as stated below, the owner of a copyright has the exclusive rights to reproduce, distribute, perform, or display the copyrighted work, or to authorize such reproduction, distribution, performance, or display by others.

FAIR USE

An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

PERFORMANCES AND DISPLAYS

A further exception shall be performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other similar place devoted to instruction.

GUIDELINES

Employees who wish to use copyrighted print material and sheet music shall follow the guidelines set forth in the "Guidelines for Classroom Copying" and "Guidelines for Educational Uses of Music." Those guidelines establish a minimum guaranteed fair use, not a maximum. Any use that falls within those guidelines is a fair use; any use which exceeds these guidelines shall be judged by the four factors stated above and may be subject to challenge. Any determination regarding whether a use that exceeds the guidelines is a fair use shall rest with an appropriate court of law.

PROHIBITIONS

Notwithstanding the fair use guidelines, the following shall be prohibited:

1. Copying of print materials and sheet music to create or replace or substitute for anthologies, compilations, or collective works. This prohibition against replacement or substitution applies whether copies of various works or excerpts are accumulated, or reproduced and used separately.
2. Copying of or from works intended to be "consumable" in the course of study or teaching. These works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.

Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

Additional prohibitions regarding the use of music are:

1. Copying for the purpose of performance, except as permitted under the "Guidelines for Educational Use of Music."
2. Copying for the purpose of substituting for the purchase of music, except as permitted under the "Guidelines for Educational Use of Music."
3. Copying without inclusion of the copyright notice that appears on the printed copy.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

BROADCAST PROGRAMS

Broadcast programs, including commercial and public television and radio, shall not be videotaped or tape recorded for reuse without permission, except within the following guidelines:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a District school for a period not to exceed the first 45 consecutive calendar days after date of recording. At the end of that retention period, off-air recordings shall be erased or destroyed.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary during the first ten consecutive school days within the 45-calendar-day retention period. "School days" are actual days of instruction, excluding examination periods.
3. Off-air recordings shall be made at the request of and used by individual teachers and shall not be regularly recorded in anticipation of requests. No broadcast program shall be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program is broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings shall include the copyright notice on the broadcast program as recorded.
5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45-calendar-day retention period only to determine whether or not to include the broadcast program in the teaching curriculum and shall not be used in the District for student exhibition or any other nonevaluative purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs shall not be altered from their original content. Off-air recordings shall not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

COMPUTER SOFTWARE

Unless otherwise provided in the purchase agreement, a purchased computer program shall not be used as a "master" to make copies. A computer program may be legally copied only if:

1. Making a copy is an essential step in using the program (such as automatic copying into memory when a program is loaded); or
2. The new copy is for archival purposes only, and all archival copies must be destroyed if continued possession of the computer program should cease to be rightful.
3. The new copy is a backup; backups cannot be used simultaneously with the original and must be erased if the original is resold.
4. Any copies prepared or adapted are not leased, sold or otherwise transferred without the authorization of the copyright owner.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

RENTED VCR FILMS

Films rented for use with a videocassette recorder shall be used in the classroom for **education purposes only**. No rented film that includes a notice that the film is intended for "home use only" shall be shown to a class for entertainment purposes. The use of videos must comply with SRSD Policy IJ and the accompanying Rules and Procedures IJ-R.

MULTI-MEDIA PRODUCTIONS

These guidelines apply when faculty or students wish to incorporate in their productions segments of material taken from a variety of copyrighted sources, such as CD-ROMs, laser discs, audio recordings and videotapes.

In general, students may make a multimedia production to meet the requirements of a specific course; to perform or display the work in the course for which it was created; and to use in a portfolio as proof of academic work, to support a position application, or to support graduate school interviews. Students may use the production only during the time period of the class for which it was produced, but may retain the production longer for portfolio use.

Educators are permitted to make multimedia productions in order to teach students how to develop multimedia productions, to deliver curriculum-based instruction, to present at conferences, and to include in a professional portfolio. Educators may use the program in teaching courses for up to two years after the first instructional use with the class, but may retain the production longer for portfolio use.

Under these conditions, the following guidelines set the limits on how much material may be used in a multimedia production:

1. Motion media – up to three minutes, or 10 percent of the original production, whichever is less.
2. Text – up to 10 percent, or 1,000 words, whichever is less.
3. Poetry – entire poems, up to 250 words; no more than three poems per poet; no more than five poems from a single anthology. If a poem is longer than 250 words, use is limited to 250 words from the selection; no more than three excerpts by a poet; no more than five excerpts by different poets.
4. Music, lyrics and music videos – up to 10 percent of the original work, but no more than 30 seconds. Alterations are not permitted to change the basic melody or character of the musical work.
5. Illustrations and photographs – not more than 10 percent, or 15 images, whichever is less. No more than five images may be used from a single artist or photographer.
6. Numerical data sets – up to 10 percent, or 2,500 field or cell entries, whichever is less, from a copyrighted database or data table. A “field entry” is defined as a specific item of information, such as a name or Social Security number, in a record or database file. A “cell entry” is defined as the intersection where a row or column meets on a spreadsheet.

THE INTERNET

Unless it is otherwise stated, assume that all materials on the Internet – including web sites and graphics – are copyrighted, and that existing copyright guidelines, such as those involving photocopying, multimedia, and fair use, apply.

**SHAKER REGIONAL SCHOOL DISTRICT
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SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

RECORDS RETENTION MANAGEMENT SYSTEM

CODE EHB-R&P

The records of the Shaker Regional School District are public records which (1) contain information needed for varying lengths of time and (2) contain information that retains value as legal, audit, and historical evidence that the school system has carried out its mandated duties and responsibilities. The New Hampshire Code of Administrative Rules requires that each school board shall adopt and implement written policies and procedures relative to records retention. This procedure relative to records retention, disposition and access requires that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault or safe. Furthermore, a schedule for the retention and disposition of original records and information is established, in accordance with NH RSA 189:29-a, as follows:

Local Records Retention Schedule

<u>Type</u>	<u>Local/State Record Recommended</u>	<u>State/Federal Mandated Retention</u>
Accident Reports		
Employee		Term of employment, plus 6 years
Student		Age of majority, plus 6 years
Annual Audit	RSA 33-A:3-a (10 years)	Permanent
Annual Report (District), Warrants, Annual Meeting Minutes, Budgets (District & SAU)	RSA 33-A:3-a	Permanent
Application for Federal Grants	20 U.S.C. 1232f., (three years after the completion of the activity for which the funds are used) other authorities may apply	5 years
Architectural Plans		Permanent
Engineering Surveys		Permanent
Asbestos Removal		Permanent
Bank Deposit Slips	RSA 33-A:3-a	6 years
Bonds and continuation certificates	RSA 33-A:3-a (expiration plus 2 years)	Permanent
Child Labor Permits		1 year
Contracts	RSA 33-A:3-a (Life of project or purchase)	Life of contract plus 3 years
Certified Educator		Permanent
Collective Bargaining Agreements		Permanent
Correspondence for Business transactions		Life of subject matter plus 4 years
Deeds		Permanent
District Meeting Minutes & Warrant		Permanent

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<u>Type</u>	<u>Local/State Record Recommended</u>	<u>State/Federal Mandated Retention</u>
*Enrollment Reports		
Resident Pupil Membership Forms		14 years
Fall Reports A-12-A (RSA 189:28)		Permanent
*Pupil Registers	(RSA 189:27-b)	Permanent
School Opening Reports		3 years
Statistical Report A-3 (RSA 189:28)		Permanent
*Federal Projects Documents	Review specific project/ Grant program requirements. 20 U.S.C. 1232f, (three years after the completion of the activity for which the funds Are used), other authorities apply	5 years after submission of final audit report and documentation for expenditures, unless there is an ongoing audit
FICA Reports-monthly		7 years
Quarterly Form 941		6 years
Fixed Trip Requests/Confirmation		1 year
Fixed Assets Schedule		Permanent/as updated
Form C-2 Unemployment		6 years
Wage Report (DES 100)		6 years
Invoices	Until Audited, plus 1 year	3 years
MS-22 Budget Form		6 years
MS-23 Budget Form		6 years
MS-25 Budget Form		Permanent
Minutes of Board Meetings	RSA 91-A:2, II, RSA 33-A:3-a	Permanent
Purchase Orders		Until Audited, plus 1 year
Request for Payment Vouchers		Until Audited, plus 1 year
Requisitions		Until Audited, plus 1 year
*Retirement Reports		1 year
Monthly		1 year
Student Activities Records/Accounts	RSA 33-A:3-a (bank deposit slips and statements 6 years)	Until Audited, plus 6 years

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

<u>Type</u>	<u>Local/State Record Recommended</u>	<u>State/Federal Mandated Retention</u>
Time Cards		
Bus drivers	Lab 803.03. Notification and Records no less than 4 years	5 years
Custodial	Lab 803.03. Notification and Records no less than 4 years	5 years
Secretarial	Lab 803.03. Notification and Records no less than 4 years	5 years
Substitute Teacher pay slips	Lab 803.03. Notification and Records no less than 4 years	5 years
Travel Reimbursements	Until Audit, plus 1 year	3 years
Treasurer's Receipts		
Cancelled checks		6 years
Treasurer's Report		6 years
Vocational Education		
AVI Forms		1 year
Vocational Ctr. Regional Contracts		20 years
Federal Vocational Forms		6 years
Vouchers Manifests		Until Audit, plus 1 year
*W-2's Yearly, 1099,	Keep all records of employment	7 years
*W-4 Withholding Exemption Certificate	taxes for at least four years after	
*W-9	filing the 4 th quarter for the year.	
*941-E Quarterly Taxes	-26 C.F.R. § 31.6001-1 (e)(2) (tax advisors say 7 years)	
 <u>Personnel Records</u>		
Application	RSA 33-A:3-a. Unsuccessful applicants: current year, plus 3 years	Term of Employment, plus 50 years
Attendance Records		
Leaves	Family Medical Leave Act – 3 years	3 years
Request for Leaves		1 year
Class Observation Forms		1 year
Criminal Record Check:		
No criminal record	RSA 189:13-a (Superintendent only)	Destroy immediately after review
Criminal record	RSA 189:13-a (Superintendent only)	Destroy within 30 days of receipt
*Civil Rights Forms	29 C.F.R. § 1602.40; 42 U.S.C. 12117; 42 U.S.C. § §§ 2000e-8-2000e-12; 42 U.S.C. § 2000ff-6; (final disposition, 2 years, 3 years)	6 years

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<u>Type</u>	<u>Local/State Record Recommended</u>	<u>State/Federal Mandated Retention</u>
Dues Authorization	RSA 33-A:3-a – Personnel record	Term of Employment, plus 50 years
Evaluations	RSA 33-A:3-a – Personnel record	Term of Employment, plus 50 years
Medical Benefits Application	RSA 33-A:3-a – Personnel record	Term of Employment, plus 50 years
Medical Examinations	29 C.F.R. §1627.3 (One year from date of personnel action) RSA 33-A:3-a – Personnel record 29 C.F.R. §1910.1020 (term of employment plus 30 years)	Term of Employment, plus 50 years
Re-employment Letter of Assurance	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Retirement application	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Separation of Employment Form/Letter	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Staff Development Plan	Term of Employment, plus 50 years	Term of Employment, plus 50 years
<u>Student Records</u>		
Disciplinary Records	Term of Enrollment, plus 3 years	
Early Dismissal	1 year	
Emergency Information Form	1 year/as updated	
Health and Physical Records, Including immunization records	Term of Enrollment, plus 3 years	
Medical Reports	Term of Enrollment, plus 3 years	
Registration Form	Term of Enrollment, plus 3 years	
*Applications for Free Lunch		6 years
Transcripts, Attendance, Grades, Assessment Results	Ed306.04 Policy Devel- opment, (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	Permanent

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

<u>Type</u>	<u>Local/State Record Recommended</u>	<u>State/Federal Mandated Retention</u>
<u>Internal Records</u>		
Child Abuse Reports/Allegations	Permanent	
Criminal Investigation	Permanent	
Criminal Records Check		
No Criminal Record	RSA 189:13-a (Superintendent only)	Destroy immediately after review
Criminal Record	RSA 189-13-a (Superintendent only)	Destroy within 30 days of receipt
Personnel Investigations	Permanent	
Sexual Harassment	Permanent	

Special Education Records

Dept of Education Administrative Rule 1119.01, Confidentiality Requirements, section (b)(1)

"An LEA shall not destroy a student's special education records prior to the student's 25th birthday, except with prior written consent of the parent or, where applicable, the adult student, pursuant to 34 CFR 300.624(b). The LEA must maintain a copy of the last IEP that was in effect prior to the student's exit from special education until the student's 60th birthday. An LEA may retain and store the student's special education records in electronic form or any other form. An LEA shall provide a parent or adult student a written notice of its document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The LEA shall provide public notice of its document destruction policy at least annually."

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SEXUAL AND OTHER HARASSMENT-Employees **CODE GBAA – R&P**
-Students **CODE JBAA – R&P**

INTERVIEW FORM FOR HARASSMENT COMPLAINT

1. Name of Complainant _____
2. Position or Grade _____
3. Date of Complaint _____ School _____
4. Who harassed you?
5. What happened?
6. How did the harassment take place?
7. Where did it take place?
8. When did it occur?
9. If more than once, how often?

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10. How did you feel about it? What was your response?

11. Were there any witnesses to this harassment? If yes, who?

12. Did you tell anyone about your experience? If yes:

- ❖ **Who?**
- ❖ **When?**
- ❖ **What did you tell him/her?**
- ❖ **What was his/her response?**

13. Do you think the person who harassed you has done similar things to others?

14. Is this the first time you have complained about being harassed?

NOTE TO INTERVIEWER: Always let the complainant know the process/procedure you will be following, anticipated resolution date and that you will be contacting his/her parents (if a student) to let them know what has allegedly occurred. Some parents will not want you to interview their child without them present – which is fine – as we want them involved.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PROCESS FOR HARASSMENT INVESTIGATION-Employee

- 1. Interviews should be held as soon as possible, within the school district or at another mutually agreed upon location. If the interviewer is an independent person or agency, having a building administrator present to serve as witness is optional.**
- 2. Statement taken by interviewer should be read back to complainant and signed by same and witness (or administrator, if present).**
- 3. Statement should be as specific as possible (times, dates, events, witnesses, etc.). This first statement is crucial and will serve as cross-checking resource as the investigation continues.**
- 4. Give copy of statement to complainant.**
- 5. Always communicate with the complainant as to progress being made, resolution date, etc. If he/she feels the issue is being ignored, the process can become much more difficult.**
- 6. Never promise absolute confidentiality as it may not be possible. Be careful, honest and responsible.**
- 7. Submit report to Superintendent within 24 hours of receipt of initial complaint. If the initial complaint involves the Superintendent, submit report to SRSB within 24 hours of receipt of initial complaint**
- 8. If determined necessary, conduct an investigation and present findings to the Superintendent within 30 days. If complaint involves the Superintendent, the SRSB may hire an independent agency to conduct the investigation and present finding to the board within 30 days.**

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PROCESS FOR HARASSMENT INVESTIGATION-Student

- 1. Parent(s) of student filing the complaint and those of the student who allegedly did the harassing should be contacted and invited to any interviews (document if they decline).**
- 2. Interviews should be held as soon as possible, at school, with one building administrator present to serve as witness and familiar face to student/parent.**
- 3. Statement taken by interviewer should be read back to complainant and signed by same and witness (usually parent or administrator).**
- 4. Statement should be as specific as possible (times, dates, events, witnesses, etc.). This first statement is crucial and will serve as cross-checking resource as the investigation continues.**
- 5. Give copy of statement to complainant and parent (if present).**
- 6. Always communicate with the complainant and parent as to progress being made, resolution date, etc. If he/she feels the issue is being ignored, the process can become much more difficult.**
- 7. Never promise absolute confidentiality as it may not be possible. Be careful, honest and responsible.**
- 8. If after notifying the parent of the complainant he/she (the parent) tells you he/she does not wish to pursue the matter for whatever reason. Ask if he/she minds putting that in writing. If he/she does mind, be sure to document the time and date of the conversation and include it in the investigation folder.**
- 9. Submit report to Superintendent within 24 hours of receipt of initial complaint.**
- 10. If determined necessary, conduct an investigation and present findings to the Superintendent within 30 days.**

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

DRUG FREE WORKPLACE

CODE GBEC – R&P

The Shaker Regional School District is concerned with the well-being and safety of all students and employees of the District. The District recognizes that a drug-free workplace and work force encourages employee productivity and promotes the accomplishment of the school system's missions and goals. In accordance with the Drug-Free Schools and Communities Act of 1989, the Shaker Regional School Board hereby declares that the manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace for all District employees. The possession or use of alcohol on school grounds is also prohibited. Furthermore, the impairment of any employee due to the use of prescription or nonprescription drugs, including alcohol, is prohibited. This *Rule and Procedure* is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

This *Rule and Procedure* will govern each employee before, during or after school hours while on any property owned or leased by the District; at anytime during which the individual employee is acting in the course and scope of his or her employment with the District; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance.

Notification of Conviction

An employee must notify his or her supervisor **in writing** of any conviction under any criminal drug statute for a violation occurring within the scope of the preceding paragraphs of this *Rule and Procedure*. Notification will be given not later than five calendar days after such conviction.

Disciplinary Action

Supervisors and administrators who receive notice of a workplace violation of this policy shall immediately notify the Personnel Manager, and the District will take appropriate action, which may include but is not limited to:

1. probation;
2. suspension with or without pay;
3. participation in a rehabilitation, treatment or counseling and educational program; or
4. non-renewal or termination of employment

Rehabilitative Programs

An employee who has a confirmed conviction for use of a controlled substance or alcohol in violation of this policy may be offered the option of participating in a rehabilitation program in lieu of disciplinary action. This option is at the District's discretion and at the employee's own expense. If the employee accepts the offer tendered by the District to participate in such a program in lieu of disciplinary action, the following shall apply:

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- An employee participating in a rehabilitation program shall be allowed to use accrued leave or may take leave without pay for inpatient treatment.
- The employee must sign a release to allow the transmittal of verbal or written compliance reports between the District and the inpatient or outpatient rehabilitation program provider.
- An employee may be required to continue participation in an outpatient rehabilitation program prescribed by a licensed practitioner on the employee's own time and expense.
- An employee, upon successful completion of a rehabilitation program shall be reinstated to work in his previously held position, or a position with a comparable or lower salary range.
- An employee who fails to complete the prescribed treatment without a valid reason shall be subject to disciplinary action.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PERSONNEL RECORDS AND ACCESS

CODE GBJ-R&P

Comprehensive System

The Shaker Regional School District shall develop and maintain a comprehensive system of personnel records. These records shall be stored in a safe and secure manner. This is a highly private record to be used only by the professional staff immediately concerned with the staff member.

Custodian of Records

The School Administrative Unit (SAU) office will house the personnel file of every staff member in the employ of the Shaker Regional School District.

Confidentiality

The Shaker Regional School District recognizes an individual's right of privacy with regards to the contents of his/her personnel file, specifically any Protected Health Information (PHI). Except as otherwise permitted or required by law or this policy, individual health and medication information received by SRSD in the performance of its duties is deemed to be strictly confidential. Disclosure to anyone is prohibited unless that disclosure conforms to legal or operational requirements, or is specifically authorized, in writing, by the subject. Any disclosure, when permitted or required, shall be only the amount necessary and appropriate to the circumstances; will be made only to person(s) authorized to receive the information; and will be in accordance with the published rules and regulations related to this policy.

Request Procedures

The cumulative record shall be made available to the staff member, pursuant to the following procedures:

1. In accordance with the Collective Bargaining Agreement, each employee shall have the right to review and reproduce the contents of his/her personnel file, provided that 24 hours notice is given.
2. This notification factor may be waived by the Superintendent in the event of an emergency.
3. It is understood that any review of a file must take place in the presence of an SAU staff member.
4. It is understood that any cost incurred for reproduction of file contents shall be borne by the employee.

Fees for Copies

Copies of records produced by the SAU are available at a per copy cost of thirty five cents per page, payable in advance.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY CODE GBJA-R&P

NOTICE OF PRIVACY PRACTICES

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review it carefully.

Who Will Follow the Requirement of this Notice. This notice describes the District's practices and those of its employees and business associates. The District, its employees, and its business associates may share medical information with each other for the purposes of treatment, payment or other operations of the District as described in this notice.

Privacy of Health Information. We understand that medical information about you and your health is personal. This notice tells you about the ways in which we may use and disclose medical information about you. We also describe your rights and certain obligations that we have, regarding the use and disclosure of medical information. We are required by law to:

1. assure the medical information that identifies you is kept private;
2. give you this notice of our legal duties and privacy practices with respect to medical information about you and
3. follow the terms of the notice that is currently in effect.

Use and Disclosure of Medical Information. The following describes the different ways that we may use and disclose medical information. Generally, private health information may be released without your authorization for the purposes of treatment, payment or other healthcare operations of the District.

Medical information may also be released for the following purposes:

1. as required by law;
2. for public health services;
3. in connection with the investigation of abuse, neglect or domestic violence;
4. to health oversight agencies in connection with health oversight activities;
5. for judicial and administrative proceedings;
6. for law enforcement purposes;
7. to coroners, medical examiners and funeral directors;
8. for research if a waiver of authorization has been obtained;
9. to prevent serious and imminent harm to the health or safety of a person or the public;
10. for specialized governmental functions;
11. for military and veteran's activities;
12. for national security or intelligence;
13. for protective services for the President and others;
14. to the Department of the State to make medical suitability determinations;
15. to correctional institutions and law enforcement officials regarding an inmate or
16. for workers' compensation if necessary to comply with the laws relating to workers' compensation and other similar programs.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Rights Regarding Medical Information. You have the following rights regarding medical information that we maintain about you:

Right to Inspect and Copy. You have the right to inspect and copy medical information that may be used to make decisions about you, including medical and billing records. To inspect and copy medical information about you, you must submit your request in writing to the District's Personnel Manager. If you request a copy of this information, we may charge a fee for the costs of copying, mailing or other supplies associated with your request. We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to medical information, you may request that the denial be reviewed.

Right to Amend. If you feel that the medical information we have about you is incorrect or incomplete, you may ask us to amend the information. You have the right to request an amendment for as long as the information is kept by or for the District. To request an amendment, your request must be made in writing and submitted to the District's Personnel Manager. In addition, you must provide a reason that supports your request. We may deny your request if the information:

1. is not in writing or properly supported by a reason;
2. was not created by us;
3. is not part of the medical record kept by the District;
4. is not part of the information that you would be permitted to inspect and copy or
5. is accurate and complete

Right to an Accounting. You have the right to request an "accounting of disclosures." This is a list of the disclosures we have made of medical information about you. To request this list, you must submit your request in writing to the District's Personnel Manager. Your request must state a time period that may not be longer than six years and may not include dates before April 14, 2003. Your request must also indicate in what form you want the list (for example, on paper or electronically). The first list that you request within a 12-month period is free. We will notify you of the cost involved and you may choose to withdraw or modify your request before any cost is incurred.

Right to Request Restrictions. You have the right to request a restriction or limitation on the medical information that we use or disclose about you for treatment, payment or healthcare operations. You also have the right to request a limit on the medical information that we disclose about you to someone who is involved in your care or the payment of your care. However, we are not required to agree to your request. If we do agree, we will comply with your request unless the information is needed to provide you with emergency treatment. To request restrictions, you must make a written request to the District's Personnel Manager telling us what information you want to limit; whether you want to limit our use, disclosure or both; and to whom you want the limits to apply, for example disclosures to your spouse.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Right to Request Confidential Communications. You have the right to request that we communicate with you about medical matters in a certain way or at a certain location, for example by mail or only at work. To request confidential communications, you must make your

request in writing to the District's Personnel Manager and specify how or where you wish to be contacted. We will not ask you the reason for your request and will accommodate all reasonable requests.

Right to a Paper Copy of this Notice. You have the right to a paper copy of this notice. You may ask us to give you a copy of this notice at any time. Even if you have agreed to receive this notice electronically, you are still entitled to a paper copy. You may obtain a copy of this notice by contacting the District's Personnel Manager.

Changes to This Notice. We reserve the right to make changes to this notice, and to make the revision or change applicable to medical information we already have about you. We will post a copy of the current notice in each building of the District.

Complaints. If you believe your privacy rights have been violated, you may file a complaint with the District. To file a complaint, please contact:

Debbie Thompson, Business Administrator
Shaker Regional School District
58 School Street
Belmont, NH 03220
Phone: 267-9223

All complaints must be submitted in writing.

Other Uses of Medical Information. Other uses and disclosures of medical information not covered by this notice will be made only with your written permission. If you provide us with permission to use or disclose medical information about you, you may revoke that permission in writing at any time. If you revoke your permission, we will no longer use or disclose medical information about you for the reason covered by your written authorization. However, we will not be able to take back any disclosures that we already made during any period in which your permission was in effect.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

EMPLOYEE COMPLAINTS AND GRIEVANCES

CODE GBK – R&P

It is the policy of the District, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this *Rule and Procedure* is to provide employees an orderly process for the prompt and equitable resolution of complaints. The District intends that, whenever feasible, complaints be resolved at the lowest possible administrative level.

Informal Resolution

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. In those circumstances where informal procedures fail or are inappropriate or where the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth below.

Definitions

Grievance: a formal written claim by an employee against another employee or the school district that:

- a. there has been a violation, misapplication, or misinterpretation of state or federal law or regulation, school board policy or administrative regulation;
- b. an employee has been subject to discrimination on the basis of race, religion, sex, national origin, age, sexual orientation or disability; or
- c. there exists a physical condition which jeopardizes an employee's health or safety, or which interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" will not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or for which the board of education is without authority to act.

Days: The working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

Grievant: The employee(s) making the claim.

Official: The person hearing and responding to the grievant.

Parties in Interest: The grievant and the person against whom the grievance is filed.

Immediate Supervisor: An administrative employee to whom an employee is primarily responsible, such as a teacher, or teacher's aide, to a principal.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

General Requirements

1. All parties in interest and their representatives in any grievance filed pursuant to this policy will conduct themselves in a professional manner at all times during the investigation and hearing of the grievance. During all grievance conferences and hearings, all parties will focus efforts on finding a resolution to the underlying problem.
2. No reprisals of any kind will be taken by the District or by an employee of the school district against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private and confidential, unless it would be a violation of a state or federal law, procedure or policy.
5. The District will consider requests to hear grievances from a group of grievants, but the Board and its officials have the discretion to respond to individual grievants instead of responding to the group as a whole.
6. The board and administration will cooperate with the employee(s) and his or her representative in the investigation of any grievance and will furnish the employee or his or her representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

Grievance Process for Collective Bargaining Agreement Members (Article IV):

- A. The purpose of this article is to provide for a mutually acceptable method of prompt and equitable settlement of grievances arising under the terms of this Agreement.
- B. A grievance is defined to be any dispute or complaint between the District and the Association, or any employee or employees covered by this Agreement, relating to the application of the terms of the Agreement.
- C. The parties agree that every effort will be made to settle grievances at the lowest possible level. However, should a grievance not directly involve the principal but directly involve the Superintendent or a District-wide issue, the grievance procedure will start at **Step Two** set forth at Article IV-G.

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- D. Notwithstanding any provision of RSA 273-A to the contrary, an individual employee or group of employees may process a grievance through the grievance procedure without representation by the Association. However, an Association representative will be permitted to attend all steps.
- E. **Informal Step.** An employee must informally discuss a grievance with his/her Principal within twenty (20) work days after the employee knew or should have known the act or condition upon which the complaint is based.
- F. **Step One.** In the event a mutually acceptable resolution of the problem is not reached by the informal step above, a grievance may be submitted to the Principal for his formal consideration. Said grievance must be in writing on forms provided by the District for this purpose and must be submitted within five (5) work days from the conclusion of the informal step. The Principal will schedule a hearing within five (5) days of the receipt of the written grievance and a decision in writing shall be presented to the grievant within ten (10) work days of the hearing.
- G. **Step Two.** If the grievant is dissatisfied with the decision rendered by the Principal, or if the Informal Step and Step One have been bypassed in accordance with the provisions of Article IV., C., a written request for a hearing may be submitted to the Superintendent. Said request must be in writing and must be made within five (5) work days of the decision of the Principal in Step One above. The Superintendent shall schedule a hearing to be held within five (5) work days of the receipt of the request and shall render a decision in writing ten (10) work days of the hearing.
- H. **Step Three.** If the grievant is dissatisfied with the decision of the Superintendent, s/he may request a hearing before the School Board. Said request must be submitted to the School Board within ten (10) work days of the decision of the Superintendent. Upon receipt of said request, the School Board shall schedule a hearing before the full Board. The hearing shall be held within ten (10) work days of the receipt of the request and a decision of the full School Board will be issued within ten (10) work days of the next regularly scheduled School Board meeting.
- I. **Step Four.** If subsequent to the Board's decision, the grievant feels that further review is necessary, the grievant shall so notify the School Board within ten (10) work days of the decision of the Board through a request for advisory arbitration, such request to reasonably detail the specific nature of the dispute and the remedy requested. At the time of such notification, the Board and Association shall obtain a list of arbitrators from the American Arbitration Association and shall agree upon the advisory arbitrator within five (5) days of the receipt of the list. In the event the parties cannot reach agreement on the selection of the advisory arbitrator, the parties will immediately petition the Public

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Employee Labor Relations Board to appoint one. The decision of the arbitrator shall be binding upon the Board and Association. Both parties agree the advisory arbitrator shall be prohibited from modifying or adding to the Agreement. The cost of the arbitrator shall be shared equally between the Board and the Association.

Grievance Process for Non-bargaining Unit Employees:

- A) The parties agree that every effort will be made to settle grievances at the lowest possible level. However, should a grievance not directly involve the principal but directly involve the Superintendent or a District-wide issue, the grievance procedure will start at **Step Two**.
- B) **Informal Step**. An employee must informally discuss a grievance with his/her Principal within twenty (20) work days after the employee knew or should have known the act or condition upon which the complaint is based.
- C) **Step One**. In the event a mutually acceptable resolution of the problem is not reached by the informal step above, a grievance may be submitted to the Principal for his formal consideration. Said grievance must be in writing on forms provided by the District for this purpose and must be submitted within five (5) work days from the conclusion of the informal step. The Principal will schedule a hearing within five (5) days of the receipt of the written grievance and a decision in writing shall be presented to the grievant within ten (10) work days of the hearing.
- D) **Step Two**. If the grievant is dissatisfied with the decision rendered by the Principal, or if the Informal Step and Step One have been bypassed, a written request for a hearing may be submitted to the Superintendent. Said request must be in writing and must be made within five (5) work days of the decision of the Principal in Step One above. The Superintendent shall schedule a hearing to be held within five (5) work days of the receipt of the request and shall render a decision in writing ten (10) work days of the hearing.
- E) **Step Three**. If the grievant is dissatisfied with the decision of the Superintendent, s/he may request a hearing before the School Board. Said request must be submitted to the School Board within ten (10) work days of the decision of the Superintendent. Upon receipt of said request, the School Board shall schedule a hearing before the full Board. The hearing shall be held within ten (10) work days of the receipt of the request and a decision of the full School Board will be issued within ten (10) work days of the next regularly scheduled School Board meeting.

SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES

FAMILY MEDICAL LEAVE

CODE GCCBC – R&P

I. INTRODUCTION

Employees of the Shaker Regional School District are entitled to family and medical leave under the Family and Medical Leave Act of 1993 (FMLA), as amended, when they meet the eligibility requirements set forth in the law. These Administrative Rules and Procedures (R&P) apply uniformly to all employees who may be eligible for protected FMLA leave.

II. ELIGIBILITY

An employee is eligible for FMLA if the employee:

- a. Has worked for the District for at least 12 months or 52 weeks (not necessarily consecutively) before taking the leave, and
- b. Has worked at least 1,250 hours during the 12-month period immediately prior to the date on which the leave is required to begin. The principles established by the Fair Labor Standards Act determine the number of hours worked. Consequently, this does not include time spent on paid or unpaid leave.

III. LEAVE ENTITLEMENT

Eligible employees are entitled up to 12 work weeks of unpaid, job-protected leave during a rolling 12-month period measured backward for one or more of the following reasons:

- a. For the birth and care of the newborn child of the employee; or
- b. For placement with employee of a child for adoption or foster care; or
- c. To care for the employee's spouse, child or parent, who has a serious health condition; or
- d. To take medical leave when the employee is unable to perform the essential functions of their position because of a serious health condition; or
- e. Because of any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is either: a military member on covered active duty deployed to a foreign country (or has been notified of an impending call or order to covered active duty status); or a reserve member of the Armed Forces (including National Guard) on covered active duty deployed to a foreign country under call or order to active duty in a contingency operation (or has been notified of an impending call or order to covered active duty status)

Leave for the birth and care of a newborn, or placement for adoption or foster care, must conclude within 12 months of the birth or placement.

Spouses who are both employed by the District are jointly entitled to a combined total of 12 work-weeks of family leave for the birth and care of the newborn child, for placement of a child for adoption or foster care, or care for a parent who has a serious condition.

If an employee and/or his/her spouse use some portion of the combined total of 12 work-weeks of family leave for one of the qualifying reasons as set forth above; each individual employee is entitled to the remainder of the 12 weeks for his/her own medical condition or a different qualifying reason.

Military Caregiver Leave

Eligible employees may also take FMLA-protected leave of up to 26 weeks to provide care to an injured or ill service member. In order to qualify for FMLA-protected military caregiver leave, an employee must be otherwise eligible and the spouse, child, parent, or next of kin of a service member with a serious injury or illness. FMLA-protected military caregiver leave operates on a separate 12-month period and does not track with the District's regular designated rolling 12-month period measured backward. Instead military caregiver leave is calculated from the first day that leave is taken for this purpose. However, the FMLA-protected military caregiver period may overlap with the District designated 12-month FMLA period and, in certain circumstances, utilization of military caregiver leave may impact the employee's eligibility for other types of FMLA leave. Any military caregiver leave that is not taken within the specific 12-month period is forfeited.

IV STRUCTURE OF LEAVE

An employee may request leave on a continuous, intermittent, or on a reduced schedule basis. Intermittent leave is taken in separate blocks of time due to a single qualifying reason. A reduced leave-schedule is a leave schedule that reduces an employee's usual number of working hours per workweek, or hours per workday. When an employee takes FMLA-protected leave on an intermittent or reduced schedule basis, the smallest increments available will depend on what our payroll system allows but that, in no event, may the minimum increment be greater than one hour. Leave to care for a newborn or newly placed child may not be taken on an intermittent or reduced schedule basis.

Instructional employees may be required to continue leave through the end of the school semester if any of the following conditions exist:

- a. The leave is beginning more than five weeks before the end of the term; the leave will last at least three weeks; and the employee would otherwise be returning to work in the last three weeks of the academic term, or
- b. The leave is for a purpose other than the employee's own serious health condition, the leave would begin the last five weeks of the term, the leave will last more than two weeks, and the employee would otherwise be returning to work during the last two weeks of the academic term, or

- c. The leave is for a purpose other than the employee's own serious health condition, and leave would begin during the last three weeks of the term, and the leave would last at least 5 days.

If non-instructional personnel are required to take leave under the end of the academic term, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA entitlement.

V NOTICES AND CERTIFICATION

To ensure that employees receive proper notification of their rights and responsibility and that leave is properly designated, all employees requesting any type of leave must make the request to the Business Administrator. The Business Administrator can be contacted at 603-267-9223 ext. 5303 or by email at hr@sau80.org. Upon request by the Business Administrator, the employee will provide appropriate medical certification (or other certification appropriate to the particular request) to support the leave request.

An employee must provide the District with at least 30 days notice if the leave is foreseeable. If that is not possible, the notice should be given as soon as practicable, taking into account all the facts and circumstances.

The District may require periodic reports on the employee's status and intent to return to work. Before returning to work from FMLA leave for the employee's own serious health condition, the employee will be required to present a "fitness-for-duty" certification which states that the employee is able to return to work and perform the essential functions of the position.

The District will provide the employee with written notification that the leave will be counted as FMLA leave. The District may designate leave as FMLA qualifying event if the employee does not request it. When the District has reason to believe that an employee is or will be absent from work for an FMLA-qualifying purpose, the District reserves the right to request appropriate information from the employee to determine whether the employee's leave qualifies for FMLA protection.

VI USE OF UNPAID LEAVE

When leave is taken that qualifies both as FMLA-protected leave and as permitted leave under any employment contract, collective bargaining agreement, or District policy applicable to the employee, the employee shall use FMLA leave and the other type of leave concurrently, provided that the employee meets the eligibility requirements for each type of leave. Types of leave that shall run concurrently with FMLA leave include, but are not necessarily limited to: accrued sick leave, vacation time, and any other applicable types of leave.

Employees on leave for their own serious health condition who are receiving Workers' Compensation or disability insurance benefits are not required to use accrued paid time off concurrently with FMLA leave, but may elect to use his or her accrued paid time off

to supplement his or her Workers' Compensation or disability insurance benefits up to the employee's base wages.

Absences due to the employee's own medical condition shall be deducted from the employee's available balance of accrued sick leave first (doctor's note also required). If the employee exhausts sick leave during the period of an approved FMLA leave due to the employee's own medical condition, the employee will be paid from other accrued leave banks, if any. If an employee exhausts his or her available, accrued paid leave during a period of FMLA leave, the remainder of the FMLA leave will be without pay.

VII BENEFITS DURING APPROVED FMLA LEAVE

While an employee is on FMLA leave, the District will continue the employee's health benefits during the FMLA leave period at the same level and under the same conditions as if the employee had continued to work.

If the employee is responsible to pay for a portion of their health or dental premium and is using paid time off concurrently with his or her FMLA leave, the district will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to pay his or her portion of the premium, either in person or by mail. The payment must be received in the Superintendent's office by the 20th of the month. If the payment is more than 30 days late, the employee's health care coverage may be terminated for the duration of the leave. The district will provide 15 days' notification prior to the employee's loss of coverage.

Under certain circumstances, if an employee who is able to return to work fails to return to work following the expiration of his or her FMLA leave, and/or if the employee does not return to work for at least 30 calendar days following restoration to the employee's position after FMLA leave, the SAU office may recover from the employee all premiums paid by the District for health and/or dental premiums during the FMLA leave.

VIII EMPLOYEE STATUS AFTER LEAVE

Upon return from FMLA leave, an employee must be restored to the employee's original position, or to an equivalent position with the same pay, benefits, and other terms and conditions of employment, except when: the leave exceeded 12 weeks; the employee is medically unable to perform the essential requirements of the employee's position; or, the position has ceased to exist due to legitimate business reasons unrelated to the employee's leave. All benefits that may have been suspended during an unpaid FMLA leave will be reactivated immediately when an employee returns from FMLA leave.

If an employee on FMLA leave gives the District unequivocal notice that he or she does not intend to return to work, the District is not obligated to maintain the employee's health and dental insurance or restore the employee to his or her position.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

HOMEBOUND INSTRUCTION

CODE IDDC-R&P

The District shall provide instruction, as appropriate, for students confined to home or hospitalized for a period exceeding 15 consecutive school days upon the request of parents and with the approval of the student's physician, provided that the physician certifies that the student will be unable to attend school for the length of time specified and that he/she is capable of receiving home instruction. The physician shall also be requested to estimate the probable length of the student's convalescence.

If the student is expected to require homebound instruction, a parent may, and is encouraged to, request the instruction prior to the end of 15 days so that instruction may begin as soon as the student is eligible and is able to receive it.

Requests for homebound instruction should be made on the accompanying form and authorized by the building administrator and Superintendent of Schools.

**SHAKER REGIONAL SCHOOL DISTRICT
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REQUEST FOR HOMEBOUND INSTRUCTION

CODE IDDC-R

Name of Student _____	Birthdate _____
Address _____	Phone _____
School _____ Grade _____	Classroom Teacher _____
Parent's Name _____	
Doctor _____	Illness _____
Anticipated Length of Illness _____	Homebound or hospitalized? _____
Remarks _____	

Name of Tutor _____	Address _____	Phone _____
Date Tutor Shall Begin _____		
Date Tutor Projected to End _____		

Subjects

Grade

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total number of weeks tutored _____

Total Hours _____ Total Paid _____

**SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES**

HEALTH EDUCATION EXEMPTION OPT-OUT FORM

IHAM - R&P

I, _____ (parent/guardian) request that my child, _____
be excused from participating in certain units of health or sex education instruction.

I request that the District waive the class attendance of my child in a class or courses on:

☐ Comprehensive sex education, including in grades 6-12, instruction on the prevention,
transmission, and spread of AIDS

☐ Family life instruction, including in grades 6-12, instruction on the prevention, transmission,
and spread of AIDS

☐ Instruction on diseases

☐ Recognizing and avoiding sexual abuse

☐ Instruction on donor programs for organ/tissue, blood donor, and transplantation

Please identify the grade level, class, and building.

I understand that I am requesting the school to excuse my child from certain units of curriculum that are required by state law. I further understand that in lieu of receiving instruction in this unit of health education, my child may be required to receive alternative learning in health education that is sufficient to enable my child to meet state requirements for health education. I further understand that this opt-out exemption is only valid for the school year in which it is signed and subsequent waivers may be necessary.

Parent/Guardian Signature

Administrator Signature

Date Received _____

IHAM R&P Health Education Exemption Form

Edition Date: July 19, 2011

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

CODE IHBA R & P

HANDICAPPED STUDENTS/STUDENTS WITH DISABILITIES

**** NHSBA Note, April 2010: 20 U.S.C. §1415 states, “Any State educational agency, State agency, or local educational agency that receives assistance under this chapter shall establish and maintain procedures in accordance with this section to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education by such agencies.” Though a policy is not required by law, the procedures are.**

1.1 Informal Process

Before requesting a due process hearing, the Superintendent or designee and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of the student. The Superintendent or designee shall have the authority to resolve the issue(s). If this informal process fails to resolve the issue(s), either party may file for a state level due process hearing as described below.

1.2 Due Process Hearing Procedures

A parent/guardian, the Shaker Regional School District (SRSD), and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the SRSD regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR §300.403(b).

Upon requesting a due process hearing, the parent/guardian or attorney representing the student shall provide notice, which shall remain confidential, to the SRSD specifying: (20 USC §1415(b); 34 CFR §300.507)

1. The student's name;
2. The student's address;

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

3. The name of the school the student attends;
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem;
5. A proposed resolution to the problem to the extent known and available to the parents/guardians at the time;

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (20 USC §1415(f))

1.3 Due Process Hearing Rights (34 CFR §300.509)

1. The right to request Alternative Dispute Resolution.
2. The right to request a mediation conference at any point during the hearing process. The mediation process shall not be used to deny or delay a parent/guardian's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act.
3. The right to examine student records and receive copies within five days of request.
4. The right to a fair and impartial administrative hearing at the state level before a person knowledgeable and under contract in accordance with law.
5. The right to have the student who is the subject of the state hearing present at the hearing.
6. The right to open the state hearing to the public.
7. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
8. The right to compel the attendance of witnesses, including the right to issue subpoenas.
9. The right to have witnesses excluded from the hearing.
10. The right to an interpreter, when the primary language of a party to a hearing is other than English, or other mode of communication.
11. At the hearing, the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.
12. If the hearing officer conducts all or part of a hearing by electronic means, the right of each participant in the hearing to participate in and hear the entire proceeding while it is taking place and to observe exhibits.
13. The right to written or, at the option of the parent/guardian, electronic findings of

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

facts and decisions. The district shall provide this record and findings of fact to the parent/guardian at no cost.

14. The right to be informed by the other parties to the hearing, at least 10 days prior to the hearing, as to what those parties believe are the issues to be decided at the hearing and their proposed resolution of the issues.

15. At least five business days prior to the hearing, the right to receive from other parties to the hearing a copy of all documents and a list of all witnesses and their general area of testimony that the parties intend to present at the hearing, including all completed assessments and recommendations based on those assessments.

Parents/guardians or emancipated students have the following additional due process rights:

1. The right to receive written notice of parent/guardian.
2. The right to initiate referral of a child for special education.
3. The right to obtain an independent educational assessment.
4. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education and of all available alternative programs, both public and nonpublic.
5. The right to provide written parental consent pursuant to applicable law before any assessment of the student is conducted unless the SRSD or Special Education Local Plan Area prevails in a due process hearing relating to such assessment. Informed parental consent need not be obtained in the case of a reassessment of the student if the SRSD can demonstrate that reasonable measures have been taken to obtain consent and that the student's parent/guardian has failed to respond.
6. The right to provide written parental consent pursuant to applicable law before the student is placed in a special education program.
7. The right to determine whether the due process hearing will be open or closed to the public.

1.4 Prior Written Notice

The Superintendent or designee shall send to parents/guardians of a student with a disability a prior written notice within a reasonable time before: (20 USC §1415(c); 34 CFR §300.503)

1. The SRSD initially refers the student for assessment.
2. The SRSD proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education.
3. The SRSD refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education.

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4. The student graduates from high school with a regular diploma.

This notice shall include: (20 USC §1415(c); 34 CFR §300.503)

1. A description of the action proposed or refused by the SRSD.
2. An explanation as to why the SRSD proposes or refuses to take the action.
3. A description of any other options that the SRSD considered and why those options were rejected.
4. A description of each evaluation procedure, test, record or report the SRSD used as a basis for the proposed or refused action.
5. A description of any other factors relevant to the SRSD proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by law. (34 CFR §300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the SRSD shall take steps to ensure that: (34 CFR §300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability upon: (20 USC §1415(d))

1. Initial referral for evaluation;
2. Each notification of an IEP meeting;
3. Reevaluation of the student;
4. Registration of a complaint;
5. Filing for a prehearing mediation conference or a due process hearing

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with applicable law. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting.

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure. (20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act; 34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities)

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

LEP PARENT NOTIFICATION FORM

IHBEA - R&P

Dear Parent/Guardian:

Your child, _____, has been identified as needing help to learn English. We have placed him/her in a _____ (name of program) to help improve his/her English skills. S/he has been identified as "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because: _____

Specifically, your child has the following levels of English Language skills:

We determined those levels in the following ways: _____

The status of your child's academic achievement is: _____

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to learn and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with _____. All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

Building Principal

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PARENT NOTIFICATION FORM (continued)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Question 5 should be included only if the student has an Individualized Education Program (IEP).

Q1. What is my child's _____ (insert name of program) designed to do?

A1. *This program is designed to help him/her learn English by (describe).*

It will meet your child's educational strengths and needs by (describe).

It will help your child be promoted and reach graduation by _____ (describe).

Q2. What results can I expect from my child in this program?

A2. *By the time your child finishes this program, we expect that s/he will be able to do the following:*

[describe exit requirements, including "Go from this program into a regular classroom at the following rate: (describe rate)." And for secondary school students, "Graduate from high school at the following rate: (describe rate)."]

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. *Your child's program will use the following methods of instruction: (describe)*

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Q4. Does the district offer other programs for English learners different from my child's?

A4. *Either "No, we do not" or "Yes, we offer a (name of other program offered)."*

Q.5 My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

A5. *To meet your child's IEP objectives, this English Language instruction program will:* (describe)

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

HOME EDUCATION INSTRUCTION

CODE IHBG-R&P

Eligibility:

The Shaker Regional School District acknowledges the right of a parent to provide their own child's education in a home-based setting within the parameters of certain requirements of enrollment and evaluation set by the New Hampshire Department of Education. In order to provide home or non-public education, parents are required to notify (in writing) either the Superintendent of Schools, the Commissioner of Education or the principal of a New Hampshire private school and must receive a letter from them acknowledging the planned home education program meets the state requirements. The procedures which follow are meant to:

1. Standardize the enrollment and evaluation process for parents who choose the Shaker Regional School District as the agency to participate in the home education program.
2. Make possible a fair and consistent relationship with all the home education programs for which the district is designated as the participating agency, especially in those areas left by the State to the discretion of the local school agency.

Enrollment Procedures:

1. To facilitate the process of filing a letter of intent, parents are requested to use the attached form in registering their intent to operate a home-based education. The purpose of this form is to provide for efficient and economical handling of program registration, and to comply with NH RSA 193-A and ED 315.
2. Parents initiating home education programs with the District must file a letter of notification within 5 (five) business days of commencement of the home education program. Such notification shall include the names, addresses and birth dates of all children who are participating in the home education program.
3. If such notice is provided to the Superintendent, he/she shall acknowledge receipt of notification within fourteen (14) days.
4. Annual notification of intent to home education is not required.
5. Conventional attendance policies of the District and State Law apply to all students within the District until the Commissioner of Education, the Superintendent, or a non-public school principal acknowledge the establishment of a home education program, or immediately apply upon the termination of any home education program so acknowledged. If a child is already enrolled in the Shaker Regional Schools, a letter of notification must be received before the child is withdrawn from a district school, or the child will be considered truant if absent.
6. The New Hampshire Department of Education requires the Shaker Regional School District to submit a roster of home educated students to their office by October 1 of each school year.

Evaluation Procedures:

1. Parents must maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child's demonstration of education progress at a level commensurate with the child's age and ability, in accordance with NH RSA 193-A and ED 315.

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2. Parents electing to request the school district's participation in the annual evaluation must make arrangements to do so with the appropriate building administrator as soon as practicable, provided the school district is the participating agency. In this case, the Superintendent shall provide evaluation services, if the parent so requests.
3. If the school district is not acting as the participating agency, the Superintendent may provide evaluation services at his/her discretion.

No fee will be required by the District when a parent uses evaluation services provided by the District.

Participation in the School District Curricular and Co-curricular Activities:

Students who are receiving a home-based education are eligible to participate in individual classes with the Shaker Regional School District curriculum and in all extra-curricular activities on the same basis as students who are enrolled in the Shaker Regional School District schools. Participation in athletics at the high school level will be in accordance with the guidelines established by the NH Interscholastic Athletic Association. Parents are required to provide immunizations record in accordance with SRSB Policy JLCB.

Re-enrollment into the District Program:

1. Parents deciding to re-enroll their children into the school district program following a period of home-based education will make arrangements with the building principal to provide for an evaluation process to determine appropriate placement in the school's program.
2. The parent of any student seeking to transfer from home-based education to the Shaker Regional School District schools will provide the district with all records concerning the courses taken by the child and the child's academic progress assessments that the parent has maintained according to law. These records, along with those of any standardized achievement tests that have been filed with the district, will be considered in placing the child in appropriate classes. Students who arrive without transcripts or other educational records which would indicate proper placement will be given standardized tests in the basic skills areas within 3 weeks of enrollment to facilitate proper placement.
3. Grade placement and eligibility for credits toward high school graduation of a child transferred from a home-education program to the Shaker Regional School District will be made by the Principal through the following process:
 - The Principal will evaluate the transferring student's current achievement and competency for each required subject and weigh those results against the achievement and competency test results taken by the students presently in the proposed grade.
 - After completing the evaluation of the transferring student, the Principal shall consult with the Superintendent and will then place the student into classes appropriate for his/her grade. Each student shall take a minimum course selection consisting of English, math, social science, and science.
4. Placements will be consistent with the School Board policy governing student placements, and are subject to the same appeal process.
5. Parents are responsible to remain aware of the scope and sequence of the district's curriculum and for aligning their home-based education program in ways that may eliminate conflicts to appropriate placements.

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Graduation/Diplomas:

No certificates or diplomas will be awarded to home educated students by the Shaker Regional School Board. Students must enter the regular school program and complete all necessary graduation requirements to be eligible for a certificate or diploma.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Notification of Home Education Program

On or before the date a home education program will begin, a parent desiring to initiate a home education program must select a participating agency and provide them with the following information:

Parent Information:

(Last Name)	(First Name)	
(Street Address)		
(Town/City)	(State)	(Zip Code)
(Day time phone number)		

Student Information:

(Last Name)	(First Name)	(Date of Birth)	(Grade level)
(Last Name)	(First Name)	(Date of Birth)	(Grade level)
(Last Name)	(First Name)	(Date of Birth)	(Grade level)
(Last Name)	(First Name)	(Date of Birth)	(Grade level)

Program Start Date: _____

_____ (Parent Signature)	_____ (Date)
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Please select from the following list of participating agencies and forward a copy of this completed form to that agency.

<input type="checkbox"/> Michael J. Tursi Superintendent of Schools Shaker Regional School District 58 School St. Belmont, NH 03220	<input type="checkbox"/> Ellie Riel Program Assistant Home Education NH Dept. of Education 101 Pleasant St. Concord, NH 03301-3860	<input type="checkbox"/> Non Public School Principal
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SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

EXTENDED LEARNING OPPORTUNITIES

CODE IHBH-R&P

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of *Policy IMBC, Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through extended learning opportunities.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's guidance counselor(s) for approval. The counselor will assist students in preparing the application form and other necessary paperwork.

The Principal will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The Principal will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their school Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Superintendent recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

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5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically, or upon demand, to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

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It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

**SHAKER REGIONAL SCHOOL DISTRICT
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Senate Bill 18

Alternative Learning Plan

Belmont High School

Student:			
SASID:			
DOB:			
Current Grade Level:			
Originating High School:			
Address:			
Phone:			
Student Residential Address:			
Phone:			
E-mail:			
Assigned Mentor:			
Date Plan Originated:			
Other Existing Plans (IEP(Individual Education Plan),504,IPE(Individual Plan for Employment),ISS (Individual Service Strategy)			
Key contact people connected with other plans			
Transcript attached?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance report attached?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
PLAN			
Start Date:		End Date:	
Description of Plan Goals			
Short Term		Long Term	
Personal-		Personal-	
Academic-		Academic-	
Career-		Career-	
		Degree Attainment:	
Description of Goal Steps		Start Date	Goal type
Goal #1			
Goal #2			
Goal #3			
Goal #4			

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Progress Benchmarks				
Goal #1 reviewed by _____ on (date) _____ Progress achieved/needed: _____ Initials _____				
Goal #2 reviewed by _____ on (date) _____ Progress achieved/needed: _____ Initials _____				
Goal #3 reviewed by _____ on (date) _____ Progress achieved/needed: _____ Initials _____				
Goal #4 reviewed by _____ on (date) _____ Progress achieved/needed: _____ Initials _____				
Providers and Individuals Involved				
Service Name	Start Date	End Date	Provider name & payment source	Description
Other				
Experiential learning credit pending? Descriptions and Dates				
Other service needed to accomplish goals				
Services/supports/referrals needed to achieve goals after graduation				
Signature Page				
Persons Completing Plan			Should include student, parent/guardian, mentor, guidance counselor, teacher(s), and Superintendent	
Name(please print) and Role			Signature and Date	

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

MEMORANDUM OF UNDERSTANDING FOR EXTENDED LEARNING OPPORTUNITIES

CODE IHBH-R2

Extended Learning Opportunity Program Memorandum of Understanding Obligations to Participants

Student Name	High School Name
Mentor Organization	Mentor Address

A. HIGH SCHOOL INTERN agrees to fulfill the following program obligations:

Duration: Participate in the program for a complete academic term, on-site with the sponsor and attending scheduled group meetings with intern coordinator.

Transportation: Arrange own transportation to and from the extended learning opportunity site. The Shaker Regional School District may provide transportation under certain circumstances consistent with Policy IHBH.

Communication: Maintain communication with the SRSD relative to assignments, progress reports, and other mandatory assignments.

Hours Worked: Learn the school procedure for recording hours worked and regularly report them.

Work Habits: Demonstrate good attendance and grooming, accuracy, orderliness, promptness, maturity, appropriate dress and proper business etiquette and professionalism.

Initiative: Seek additional responsibilities in the organization/company/sponsor to enhance the learning experience.

Assignments and Projects: Complete all assignments and projects as assigned by intern coordinator. Assignments and projects may be subject to review by the sponsor at the end of the internship.

B. PARENT OR GUARDIAN of the intern agrees to meet the following obligations:

Work Habits: Reinforce the need for good attendance and the development of good work habits.

Transportation: Assure that the student has transportation to and from the internship site.

Support: Provide encouragement and reinforcement.

Communication: Maintain contact with the SRSD about any program-related problems.

C. SPONSOR agrees to fulfill the following program obligations:

Insurance, Work-place Safety Standards, Applicable Labor Laws: Maintain all insurance and safety standards that are required by state and federal law.

Internship Plan: Work with the SRSD coordinator to prepare an individualized student work plan(s).

Supervision: Provide daily, appropriate supervision of the student.

Progress Reports/Assessment: Provide period progress reports regarding the student's work, as may, from time to time, be required and requested by the SRSD.

Attendance: Verify student attendance. Notify the SRSD coordinator when student is absent without prior approval or for any other situation requiring attention.

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Summary: Review and sign off on the intern's summary of the internship experience.

D. COORDINATOR agrees to fulfill the following program responsibilities:

Academic Progress: Work with student and school personnel to monitor student's academic progress.

Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves the stated goals.

Policies: Inform the intern, sponsor, and parent or guardian about the purposes and policies of the program at the beginning of the term.

Site Visits: Make regular contacts with the sponsor to review the quality of the internship and the intern's development in the program, to suggest necessary changes in approach, and to follow-up on recommendations. These contacts may be in the form of electronic mail, on- and off-site visitations, or teleconferencing.

E. CONNECTING ACTIVITIES: INTERN, SPONSOR, COORDINATOR

Training Plan: Jointly develop a plan whereby the intern will use and improve the academic skills he or she already has while learning new skills.

Organizational Overview: The sponsor will provide the intern with activities that provide a comprehensive view of the organization and focus on the roles, responsibilities, and functions of the organization. The intern will undertake these activities and seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

Assignments: Jointly define special assignments for the intern to meet the educational objectives of the program.

F. ACADEMIC CREDIT

If the extended learning opportunity is being taken for credit, credit will be granted per the provisions of SRSB Policies ILBA, ILBAA and IMBC.

Student signature	Date	MCPS Coordinator Signature	Date
Parent signature	Date	Mentor Signature	Date

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

INSTRUCTIONAL MATERIALS

CODE IJ-R&P

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with SRSD Policy IJ, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other material used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program.

The District generally shall rely on its professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many religious, ethnic, and cultural groups and their contributions to the national heritage and world community.

CRITERIA In the selection of instructional resources other than textbooks, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Are consistent with the general educational goals of the District and the aims and objectives of individual schools and specific courses.
2. Meet high standards of quality in format, content, and production.
3. Are appropriate for the subject and for the age, ability level, learning style, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

VIDEOS

1. No videos should be shown in the elementary school that are rated PG, PG-13, R, NC-17, or X.
2. No videos should be shown in the middle school that are rated R, NC-17 or X. Any videos that are rated PG or PG-13 that a teacher should wish to show must meet all requirements stated in SRSD Policy IJ. In addition, said video must have the approval of the principal and a permission slip must be mailed home outlining the rationale for the use of the video and requiring the permission of the parent/guardian. Absent a signed permission slip, the child may not view the video.
3. No videos should be shown in the high school that are rated NC-17 or X. Any videos that are rated PG, PG-13, or R that a teacher should wish to show must meet all requirements stated in SRSD Policy IJ. In addition, said video must have the approval of the principal and a notice must be mailed home outlining the date and rationale for the use of the video. The note should request that any parent/guardian who does not wish his/her child to view a particular video should so notify the instructor and an alternate plan for that child will be developed.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

As outlined in my memo of October 16, 2000, I would encourage consideration of the following:
If we as educators wish to have any degree of academic freedom, I believe we must exercise good judgment in the selection of our instructional materials. We cannot choose materials that promote the very things that we often complain about, i.e. increasing violence, lack of respect for authority, general degradation of societal mores. If we claim the role of parents, in their absence at school, then we must meet the very standard that we aspire to them, i.e. adequate supervision, good judgment and proper moral guidance.

Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of lost and worn materials still of educational value.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FIELD TRIPS AND EXTENDED TRAVEL

CODE IJOA-R&P

1. PURPOSE

- 1.1 To provide opportunities to enhance the quality of a student's educational experience.
- 1.2 To provide unique opportunities that can be achieved only through extended travel.
- 1.3 To insure safety and enrichment of the travel experience through careful planning.

2. CRITERIA

2.1 Field Trips and Extended Travel - It is the philosophy of the Shaker Regional School District to insure meaningful extended travel experiences that provide equity in the opportunity to travel for both curricular and extracurricular programs. Students, teachers, parents and school administrators shall consider the following as they plan meaningful extended travel experiences.

2.1.1 Field Trips and Extended Travel requests shall be considered from schools when the following standard has been satisfied: The program is an extension of, and integral to the academic core. The trip shall be part of a planned sequence of educational activities and make a contribution to the accomplishment of specific objectives for the course of study or the activity.

2.1.2 The District will not assume any liability for extended travel that was not pre-approved by the superintendent's office. Such travel is prohibited and is a violation of District policy.

2.1.3 Field Trips and Extended Travel shall be allowed only when it is demonstrated that the trip is of such value to students that the infringement of the trip on other classroom instruction justifies the time lost.

2.1.4 Field Trips and Extended Travel shall not be used as an incentive or reward for participation in activities. Schools may encourage and motivate individuals and groups by properly placing trips in the total curricular structure.

2.1.5 Schools shall effectively manage the process through which a group engages in preparation for field trips and extended travel - including the personal preparation, the practicing, the fund raising projects, and the participation in benefits and concerts, recognizing that the process may be as educationally rewarding as the trip itself.

2.1.6 Chaperones shall contribute equally to the overall costs for overnight travel in the same manner as participating students. Chaperones' costs may be defrayed through participation in fundraising efforts.

2.1.7 Students with disabilities shall not be denied participation in field trips or extended travel solely based on their disability. These students may require additional staff and/or accommodations which shall be provided in accordance with the student's Individualized Education Program or Section 504 Plan at no additional cost to the student or parent/guardian. The principal and/or supervising designee must take note of additional chaperones that may be necessary for students with disabilities on the Field Trip and Extended Travel Request Form.

2.2 Transportation for Field Trips - It is the philosophy of the Shaker Regional School District that school buses or insured commercial transportation are the preferred choices for all activities involving student travel.

2.2.1 Under no circumstances shall students be officially authorized, required, or in any way encouraged to drive other students to school classes or activities. No student shall be authorized to act as an agent driver for the District.

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2.2.2 Under no circumstances should teachers, counselors, coaches, or any other representative of the school or District attempt to mandate car pools or other groupings that may imply that the student driver is an agent for the District.

2.2.3 No one under the age of twenty-one (21) shall be authorized to transport students.

2.2.4 The driver of any vehicle shall ensure students wear seatbelts and/or are properly secured in booster/safety seat as required by New Hampshire state law (NH Statutes 265:107-a).

2.2.5 When commercial carriers are not practical because of distance, cost, or scheduling difficulty, transportation may be provided by private automobile. When a private car is used:

- a) Drivers can be either a parent/guardian of a student participating in the activity or a coach, advisor, instructor, or other adult twenty-one (21) years of age or older.
- b) The driver shall provide proof of possession of a valid driver's license issued by the state.
- c) The owner shall provide proof of auto liability insurance coverage.
- d) The owner shall provide proof of motor vehicle inspection.
- e) Parents must give **written** consent for students to be transported by an adult driver of a private or rental vehicles. Student passengers must have on file a form signed by their parent/guardian permitting their transport by an adult other than the parent.
- f) Shaker Regional School District policy states that any volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment shall be required to submit to a criminal background check as a condition of serving as a volunteer. This includes transporting students in private vehicles without a District employee being present. The procedures and standards established in the law and District policy shall apply.
- g) One-to-one situations involving an adult driver and student shall be avoided.

2.2.6 Students who require a wheelchair while on field trips or extended travel must be transported in a vehicle in which the wheelchair can be secured. A lift bus should be available for these students. The following conditions must be met:

- a) The student shall remain in the wheelchair which is secured in place on the bus.
- b) Should the student be able to transfer to a regular seat to the destination, they may be seated in a regular seat with the wheelchair properly secured.
- c) Should the student require a wheelchair for a temporary condition (e.g. broken leg) and be able to enter and exit a regular bus safely, they may ride the regular bus to the destination. The wheelchair must be collapsed and properly secured.
- d) An aide shall accompany the student on field trips or extended travel.

2.3 Delegation of Responsibility/Supervision - The superintendent shall prepare procedures on field trips and extended travel which shall ensure that the safety and well-being of students shall be protected at all times. This shall include procedures for administration of medication on field trips by non-medical staff. As the superintendent's designee, each school principal is responsible for insuring the proper supervision of students during all school-related activities. The following conditions must be met:

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- a) Principals and/or supervising designee shall have directions to administer all prescription and non-prescription medication per Policy JLCD – Administering Medications to Students.
- b) Principals and/or supervising designee shall have all emergency contact information of all students.
- c) The approved field trip or extended travel shall be coordinated and conducted by an administrator and/or supervising designee of the district as approved by the school principal and superintendent.
- d) The administrator and/or supervising designee of the district conducting the field trip or extended travel shall be knowledgeable of any special medical problems, allergies, handicaps, and special prescriptions of participating students.
- e) The administrator and/or supervising designee conducting the field trip or extended travel shall notify the school nurse in writing seven (7) days advance of the timeline for submission of field trips (4.1.D.1-4) regarding who the trip participants will be and will provide completed parental consent forms to the school nurse for review.
- f) The school nurse shall review all student medical problems with the administrator and/or supervising designee conducting the field trip or extended travel. The school nurse shall provide written Individual Emergency Plan or guidelines for those with specific health issues to be taken on the field trip or extended travel.
- g) The school nurse shall review all student medication(s) with the administrator and/or supervising designee conducting the field trip or extended travel. This shall include the procedural aspects of medication administration, medical considerations, desired effects, and potential side effects. This shall also include the safe handling, storage, and recording of medication(s).
- h) The administrator and/or supervising designee conducting the field trip or extended travel shall, to the best of their ability, follow established first responder emergency guidelines per CPR/First training when a medical emergency arises, and will defer to the higher medical authority when they arrive.
- i) The parent/guardian may accompany the student with advanced medical needs on field trips or extended travel.
- j) If a school nurse determines that a nurse must be present to accompany overnight field trips or extended travel, the following needs to be considered – coverage for the nurse’s assignment through a substitute and the availability of the school nurse for overnight trips.
- k) In the event of an emergency situation, the administrator and/or supervising designee conducting the field trip or extended travel is responsible for contacting emergency responders and notifying the principal and/or superintendent.
- l) Chaperones must be identified in the planning stage. They may include spouses of certified teachers coordinating the field trip or extended travel, other certified teachers, parents, and other adults as approved by the school principal and superintendent. The number of chaperones needed shall be determined by the ages of the students and the nature of the trip.
- m) For International Travel: Certified teacher(s), chaperones and students shall have obtained a passport. Background checks of chaperones must be performed prior to approval by the school principal and superintendent. Background checks must be

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performed on host families, prior to trip approval, by the school principal and superintendent-

3. PROCESS FOR APPROVAL

3.1 Invitations or plans for extended travel with student groups shall first be discussed with the school principal. The following conditions must be met:

- a) Students shall not be involved in making formal travel plans for field trips and extended travel until the request has been approved by the principal.
- b) The request shall include information on cost for all participants, destination, and time away from school.
- c) Principals shall submit requests, using the approved District form, to the Superintendent of Schools.
- d) Timeline for submission of field trips and extended travel shall be the following:
 1. Day Trips: 30 days and/or prior approval by the school principal and superintendent.
 2. Co Curricular and Extra Curricular Trips: Board approval required beyond sanctioned schedule.
 3. Overnight Trips: 30 days.
 4. International Travel: Six Months.

3.2 Each group shall have a Parental Permission statement signed by each student and the student's parent or guardian acknowledging the expectations and guidelines of the field trip or extended travel as well as authorizing travel for the student. Parents shall be informed of the expenses, date(s), destination(s), and mode(s) of transportation for each field trip or extended travel.

3.3 Approval of the superintendent's office or designee, shall be obtained before raising funds or making any financial commitments for the field trip or extended travel.

3.4 If field trip or extended travel plans change (including such changes as the destination, date or purpose of the trip), after receiving approval, the request shall be resubmitted to the superintendent's office for approval.

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VOLUNTEERS

CODE IJOC-R&P

Objectives: Each school in the Shaker Regional School District is encouraged to develop a strong volunteer program to enhance the educational program offered the District's children. In general, volunteers may be used in the schools to relieve teachers of routine and clerical matters; however, in some cases the volunteers may supplement the teacher's work through the volunteer's special resources.

Qualifications: Since volunteers' qualifications vary with the needs of individual schools, the building administrators shall establish guidelines to ensure they are placed in areas they can serve best. In general, applicants for the volunteer program must complete an application form and be screened to determine mental ability, moral character and the ability to communicate with children. In accordance with NH RSA 189:13-a "designated volunteers" shall be screened through the District's regular background checking process¹ and the Criminal History Records Check procedure. A designated volunteer means any volunteer who:

1. Comes in direct contact with pupils on a daily basis;
2. Meets regularly with students;
3. Meets with students on a one-on-one basis;
4. Drives students as a chaperone on a field trip;
5. Any other volunteer so designated by the School Board or Superintendent

Powers and Duties: Volunteers shall work under the direction of the principal of the building and the classroom teacher. Volunteers shall serve in the capacity of helpers and shall not be assigned roles that require specific professional training. Examples of suggested duties for volunteers may include:

- Helping individual children and small groups with organized lessons by the classroom teachers.
- Aiding in supervision of bus loading, lunch period and playground.
- Preparing audio-visual material for instruction and operating audio-visual equipment.
- Assisting in correcting objective test and worksheets.
- Assisting in clerical chores and bulletin board arrangements.
- Provide clerical assistance including duplicating materials for the teacher.
- Chaperone field trips and activities.
- Coaching athletic teams

Responsibilities:

- Volunteers shall complete an application and screening process
- Volunteers shall familiarize themselves with school policies and adhere to same
- Volunteers shall respect the confidentiality of students and student records, and not disclose any information to any unauthorized persons
- Volunteers shall conduct themselves in a manner that brings credit to the educational institution
- Assignment of volunteers will be made by the principal based upon the volunteer's skills and the needs of the district
- The principal shall develop a volunteer orientation program

¹ SRSD Policy GBCD

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- A log of all volunteer activities shall be maintained in all buildings. The log will detail the name, date, and time each volunteer spent in the building as well as the grade, class and general duties performed.
- Recognition of services will be provided each volunteer annually, at a suitable place and time.
- Principals and volunteer coordinators shall develop an evaluation mechanism to assess the performance of volunteers and the overall volunteer program.

Volunteer Immunity: In accordance with NH RSA 508:17, a "volunteer" is an individual performing services for or on behalf of the District on District premises or at a school-sponsored or school-related activity on or off school property who does not receive compensation in excess of reimbursement for expenses. Any person who is a volunteer shall be immune from civil liability in any action brought on the basis of any act or omission resulting in damage or injury to any person if:

- The District has a record indicating that the person claiming to be a volunteer is a volunteer for the Shaker Regional School District;
- The volunteer was acting in good faith and within the scope of his/her official functions and duties with the Shaker Regional School District; and
- The damage or injury was not caused by willful, wanton, or grossly negligent misconduct by the volunteer.

Nothing in this section shall be construed to affect any civil action brought by the District against any volunteer of the District.

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HOMEWORK

CODE IKB-R&P

Homework is an integral part of the academic program in the Shaker Regional School District. It is a continuation of the classroom program, extending and reinforcing concepts outlined during the school day. Homework allows the student to practice what was taught and for the teacher to determine if the student has grasped the concept. Additionally, homework can be used to gain new information through reading and research that enriches the program and builds a foundation for the classroom discussions. Finally, it is our belief that homework nurtures responsibility, organization and planning skills for the our students.

Completing homework, as assigned, is the responsibility of the student. However, we believe that the parents and teachers must act as a team to assure that homework is completed. Teachers will assure that the students are provided the organizational skills necessary to achieve success. Parents must assure that a structure is in place at home to allow the student to complete the homework assignments. It is strongly suggested that a specific time, place and setting be established daily for homework to be completed. Furthermore, it is recommended that time be spent reading if a student does not have homework.

1. School/Staff Responsibilities – Each school shall develop homework guidelines specific to the age, maturity level, and needs and interests of its students. In addition, the faculty shall:

- a. Be sure students understand and know how to complete assignments successfully.
- b. Review concepts of completed assignments.
- c. Monitor, collect and include it as at least 5% of the grade.
- d. Provide daily homework assignments.
- e. Avoid extensive assignments over weekend, holiday and vacation periods.
- f. Consider the availability of resource materials when creating assignments.

2. Parents' Responsibilities - It is the belief of the district that the parent involvement in, and in support of, a homework plan is beneficial to a child's academic growth and achievement. It is the responsibility of the parent to:

- a. Read and discuss the district's homework policy with the child.
- b. Provide necessary assistance and a positive, supportive attitude for completing assigned tasks.
- c. Promptly communicate any concerns or questions regarding homework assignments to your child's teacher.
- d. Provide an appropriate time and environment for study and learning. We ask that you look at their homework and show an active interest in it.

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3. Student's Responsibilities - In order to foster independent study habits, it is the responsibility of the student to:

- a. Make sure you understand the homework assignment(s) before leaving school.
- b. Take home all necessary homework and materials you need to complete your assignment.
- c. Have an organized means of keeping and carrying homework to and from school.
- d. Arrange with parent/guardian for a place to work.
- e. Schedule time for homework that is compatible with family and or after-school activities.
- f. Do your homework with a minimum of parental help.
- g. Do homework assignments as carefully and neatly as in-school work.
- h. Complete all homework assignments and pass them in on time.
- i. Budget your time for long-term projects.

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ASSESSMENT

CODE ILBA-R&P

Selection

The selection process will include the professional staff in its efforts to investigate new assessment tools and evaluate existing ones

Assessment instruments selected will provide an authentic assessment of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of student's best works.

Administration

The assessment program will include a schedule for administration to students, distributed to staff and the board before the start of each school year

Each building principal will provide assurance that test procedures are followed at the school level including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements.

Readiness assessment shall be administered to all children entering first grade.

Handicapped students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Interpretation

The Director of Curriculum will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

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HIGH SCHOOL COMPETENCY ASSESSMENTS

CODE ILBAA-R&P

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Credit granted through demonstration of mastery will be included on the student's transcript, however, it will not be calculated in the student's grade point average.

Students who are involved in an approved extended learning opportunity to satisfy course requirements, in whole or in part, shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation.

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ONLINE/DISTANCE EDUCATION

CODE IMBA-R&P

The Board encourages students to take advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education includes correspondence, video-based, internet/online-based or other similar media (excluding courses taken through the Plato Program) that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in *Policy IHBH, Extended Learning Opportunities* and *Policy IHBI, Alternative Learning Plans*.

If the course is to be taken for credit, then *Policy IMBC, Alternative Credit Options*, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and *Policy EGA, Communication Services –Computer Systems and Internet Access*, will apply

Students may earn no more than one credit in each core academic area towards graduation requirements, unless approved by the school administration.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Credit granted through demonstration of mastery will be included on the student's transcript, however, it will not be calculated in the student's grade point average.

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ANIMALS ON SCHOOL PROPERTY

CODE IMG-R&P

The District recognizes that, under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following regulations are adopted for use in all schools in the district.

General Guidelines

1. The bringing of animals into the classroom must not violate town/state/federal ordinances.
2. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. All animals must be in good physical condition and vaccinated against transmittable diseases.
4. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well-being of the individual students and staff members in that particular classroom. Special consideration should be given to the effect of animals on allergic children before bringing the animals into the classroom.
5. The teacher shall be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This shall include keeping the animal in an appropriate cage or container and handling fecal material in a sanitary manner.
6. No animals are allowed to run freely in the classrooms, any part of the school building or on school grounds.

Approval

1. Teachers must be contacted prior to having animals in their classroom. No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding and handling of that animal and of any potential dangers caused by that animal.
2. The building administrator shall be advised of any animals which may visit or be housed in a classroom. At the principal's discretion, permission to have the animal visit may be denied based on these considerations:
 - a) the purpose of the animal's presence
 - b) the health conditions of any students or employees that may come into contact with the animal
 - c) the ability of the teacher to control and care for the animal
 - d) the past practice in the classroom

SERVICE ANIMALS¹

Individuals with disabilities shall be permitted to bring their services animals on Shaker Regional School District (SRSD) property. These rules and procedures do not apply to conditions relative to non-service animals and pets.²

1.1 Service Animal Defined

A service animal is defined as any dog that is individually trained to do or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability, including, but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or retrieving dropped items. Emotional support and companion animals are not service animals and are not covered under the Americans with Disabilities Act (ADA). Examples of work or tasks include, but are not limited to, assisting individuals who are blind or who have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors³⁴.

1.2 Inquires

Any individual with a disability who is planning extended use of a service animal on SRSD property shall coordinate with the district's Director of Student Services.

SRSD shall require the individual with a disability to provide annual submission of proof of current vaccinations and immunizations, and current veterinary health certificate of the service animal.

1.3 Animals for Children with Educational Disabilities or a Section 504 Plan

If a student with an educational disability or a Section 504 Plan seeks to bring an animal on SRSD property, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE).

1.4 Management of Service Animals

SRSD requires that service animals must be under control of their handlers at all times. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or

¹ Americans with Disabilities Act – 42 USC 12101 et seq.

² SRSD Policy IMG

³ 28 CFR 35.104

⁴ RSA 167-D:3

tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

1.5 Care and Responsibility of Service Animals

The responsibility for the care and supervision of the service animal shall be the sole responsibility of the owner or handler including:

- a. Feeding, exercising, clean-up and stain removal;
- b. Restraint of the animal at all times;
- c. Damage to SRSD property;
- d. Injuries to students, employees, volunteers and visitors;

1.6 Animals for Employees

Use of a service animal by an employee with a disability will be allowed when such use is necessary to enable the employee to perform the responsibilities of his/her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

1.7 Circumstances Prohibiting Service Animals⁵

The Superintendent or designee may deny a request for use of a service animal or ask an individual with a disability to remove a service animal from SRSD property if:

- a. The animal is out of control and the animal's handler does not take corrective measures to control it;
- b. The animal is not housebroken;
- c. The owner or handler fails to submit proof of current vaccinations and immunizations, and current veterinary health certificate.
- d. The presence of the animal will require a fundamental alternation of the program or will significantly disrupt or interfere with the educational process.

When a service animal is properly removed or prohibited from the premises, SRSD will continue to provide the individual with a disability the opportunity to participate in SRSD services, programs, or activities without having the service animal on the premises.

A decision to remove or prohibit a service animal from SRSD property may be appealed to the Superintendent.

⁵ RSA 167-D

**SHAKER REGIONAL SCHOOL DISTRICT
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SEXUAL AND OTHER HARASSMENT

CODE JBAA – R&P

INTERVIEW FORM FOR HARASSMENT COMPLAINT

1. Name of Complainant _____

2. Position or Grade _____

3. Date of Complaint _____ **School** _____

4. Who harassed you?

5. What happened?

6. How did the harassment take place?

7. Where did it take place?

8. When did it occur?

9. If more than once, how often?

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10. How did you feel about it? What was your response?

11. Were there any witnesses to this harassment? If yes, who?

12. Did you tell anyone about your experience? If yes:

- ❖ **Who?**
- ❖ **When?**
- ❖ **What did you tell him/her?**
- ❖ **What was his/her response?**

13. Do you think the person who harassed you has done similar things to others?

14. Is this the first time you have complained about being harassed?

NOTE TO INTERVIEWER: Always let the complainant know the process/procedure you will be following, anticipated resolution date and that you will be contacting his/her parents (if a student) to let them know what has allegedly occurred. Some parents will not want you to interview their child without them present – which is fine – as we want them involved.

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PROCESS FOR HARASSMENT INVESTIGATION

- 1. Parents of student filing the complaint and those of the student who allegedly did the harassing should be contacted and invited to any interviews (document if they decline).**
- 2. Interviews should be held as soon as possible, at school, with one building administrator present to serve as witness and familiar face to student/parent.**
- 3. Statement taken by interviewer, read back to complainant and signed by same and witness (usually parent or administrator).**
- 4. Statement should be as specific as possible (times, dates, events, witnesses, etc.). This first statement is crucial and will serve as cross-checking resource as the investigation continues.**
- 5. Give copy of statement to complainant and parent (if present).**
- 6. Always communicate with the complainant and parent as to progress being made, resolution date, etc. If they feel the issue is being ignored, the process can become much more difficult.**
- 7. NEVER PROMISE ABSOLUTE CONFIDENTIALITY AS IT MAY NOT BE POSSIBLE. BE CAREFUL, HONEST, AND RESPONSIBLE.**
- 8. IF AFTER NOTIFYING THE PARENT OF THE COMPLAINANT THEY (THE PARENT) MIGHT TELL YOU THEY DO NOT WISH TO PURSUE THE MATTER FOR WHATEVER REASON. ASK IF THEY MIND PUTTING THAT IN WRITING. IF THEY DO MIND, BE SURE TO DOCUMENT THE TIME AND DATE OF THE CONVERSATION AND INCLUDE IT IN THE INVESTIGATION FOLDER.**

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ADMISSION OF EXCHANGE AND FOREIGN STUDENTS

CODE JFABB-R&P

In order to promote cultural awareness and understanding and to provide diverse experiences to district students, the Board may admit foreign exchange students into the schools of the District. Students will be considered for admittance only when space is available, i.e. class sizes are not significantly adversely affected. The Board may accept only foreign exchange students who meet the established guidelines for admission to District schools.

Academic Requirements

Students shall be at least sixteen years of age and no student will be admitted who has already graduated from the equivalent of twelfth grade or who will reach the age of twenty-one years on or before September 15 of that school year.

The student must have average or above-average grades in school at home and must not require special education services in order to function in the regular academic program.

The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. If a student's English proficiency is found to be insufficient to function in the regular instructional program without special assistance, the exchange program or private sponsor must provide a tutor or make other educational arrangements for the student at their expense. If the program or sponsors fail to do so, the student will be withdrawn.

The district will not provide foreign students with admission to special education programs, English as a Second Language programs, post secondary options or other special programs.

Students are expected to a full class load and are expected to maintain passing grades in all classes.

General Requirements

The sponsor, host family and local program representative must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require and must assume full and final responsibility for resolving problems including the early return of the student if personal, family or school difficulties cannot be resolved.

Foreign exchange students shall comply with all immunization requirements for students.

Once admitted, all exchange students shall be subject to all district policies and regulations governing students.

Foreign students are expected to pay for all lunches, books, athletic and student activity fees and other fees, yearbook costs, and all other expenses normally borne by students in the district. Foreign students are not entitled to free or reduced prices for lunches.

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The eligibility requirement of the NHIAA will be followed.

If a student's grades, conduct or discipline are deemed unsatisfactory by the school, the student may be withdrawn.

Admissions process

Approvals for admission must be obtained from the district between April 15th and July 31st for the following school year, except under unusual circumstances.

All applications will be screened by the principal of the school where admission is being requested before they are forwarded for review and approval of the superintendent. If approved, they will be presented to the Shaker Regional School Board for final approval.

Upon the student's arrival in the district, the adult sponsor (host family and/or local representative of the exchange program) and student must come to the school to complete the enrollment process. Students must arrive in sufficient time for attendance on the first day of school.

Students requesting admission must submit:

1. Birth certificate or other proof of age
2. Recent official transcript with English translation reflecting courses taken and grades earned
3. Records showing any required immunizations
4. Evidence of medical insurance that will cover the student while residing in the district.
5. A letter of application written in English by the student that provides pertinent information about the student, including student's name, age, birth date, home address and phone number, level of education, reasons for wanting to attend school in the district and the projected duration of enrollment.
6. The names, addresses and phone numbers of the exchange student's own parents/guardians, the host family and the local exchange program representative.
7. Proof of English proficiency, including evidence that the student has successfully completed a minimum of three years of instruction in English and a letter of recommendation from the English language teacher documenting the level of proficiency or evidence that the student has passed a test of English language proficiency, such as the SLEP, TOEFL or FSI.
8. A notarized temporary custody agreement between the student's parents and the host family and/or exchange program.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

ADMISSION OF HOMELESS STUDENTS

Code JFABD R & P

Purpose:

Federal law requires school districts to provide educational stability for homeless students. Changing schools greatly impedes student's academic growth. Highly mobile students, including students who are homeless, have been found to have lower test score and overall lower academic performance than peers who do not change schools. The educational stability resulting from the implementation of these rules and procedures will enhance a student's academic and social growth.

Homeless Liaison:

The **Superintendent** shall appoint a Homeless Liaison who will be responsible for:

1. Ensuring the identification of homeless children and youth by school personnel and through coordination with other community agencies;
2. Ensuring that homeless students enroll in and have full opportunity to succeed in the public school setting;
3. Ensuring the provision of educational and related services for which homeless students are eligible, including Head Start, other preschool programs, health programs, school nutrition programs, textbook assistance, Title I services, and referrals to health, dental, mental health, and other required services;
4. Ensuring that parents and guardians are informed of the educational options available to their children and that they have meaningful opportunities to participate in their children's educations;
5. Ensuring that parents, guardians, and unaccompanied youth are fully aware of transportation services and other comparable services and are assisted with accessing those services;
6. Providing dispute mediation in accordance with the McKinney-Vento Act; and
7. Ensuring that public notice of educational rights for homeless children and youth are posted in educational settings and other locations where homeless families may frequent.

Enrollment:

Homeless children shall be immediately enrolled. "Enroll" and "enrollment" are defined to include attending classes and participating fully in school activities. No prior records are needed for initial enrollment and, shall be obtained as quickly as possible. This includes birth certificates, social security numbers, immunization records, transcripts and other records. Unaccompanied youth have the right to enroll without a legal guardian. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families will be encouraged to obtain current immunization records or immunizations as soon as possible, and the Shaker Regional School District (SRSD) homeless liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to SRSD policies. Emergency contact information will be required at the time of enrollment consistent with SRSD policies.

School Selection:

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

Dispute Resolution:

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing (within 10 days). Unaccompanied youth will also be enrolled pending resolution of the dispute. Once the enrollment decision is made, if the student is not currently enrolled and a SRSD school is the appointed school of the resolution, the school shall immediately enroll the student, pursuant to SRSD policies.

Transportation:

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. "School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

Title I Requirements

SRSD will reserve Title I, Part A funds to provide comparable services to homeless children and youth to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth. This reservation requirement is not formula driven. The amount reserved is to be determined by SRSD, as appropriate.

Homeless children shall automatically be eligible for Title I services.

SRSD's Homeless Liaison and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. SRSD's Homeless Liaison will also review and recommend to the Superintendent any SRSD policies that may act as barriers to the enrollment of homeless students.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

DRESS CODE FOR STUDENTS

CODE JICA-R&P

PHILOSOPHY AND GENERAL GUIDELINES:

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. Although personal grooming and dress are primarily matters of concern between the students and their parents, it becomes a concern of the school when grooming and dress patterns create a disruptive influence upon the educational program of the school, endanger the health and safety of the student body, or result in the destruction of school property. Furthermore, good personal appearance is conducive to a positive learning environment and a strong school culture, reflective of adopted school district values. The school board, therefore, encourages the students to use sound judgment in dress and grooming, and prohibits the wearing of clothing and/or accessories that endanger the health and safety of students and staff or that result in the destruction of school property.

Because the Shaker Regional School Board's policies (ADC and JICH) stress prevention and a clear message of abstinence from any use of illegal drugs and abuse of any legal drugs or alcohol, articles of clothing or accessories that depict or promote the use of tobacco, alcohol or other drugs may not be worn at school functions or on school property. Also, because it is the Shaker Regional School District's policy (JBAA) to provide students with a learning environment free from any form of sexual harassment, clothing that displays objects, pictures, writing, designs or representations that are obscene, profane, lewd, vulgar, or sexually suggestive is prohibited.

These rules apply to all District campuses and facilities and to any locations off-campus where District students are receiving classroom instruction (e.g. official class field trips, internships, or other programs hosted outside the District).

VIOLATIONS:

If the principal determines that a student's grooming or clothing violates the dress code, the student shall be given an opportunity to correct the problem at school if the occurrence is the first or second offense during the school year. If not corrected, or if the violation is the third offense within the school year, the student shall be subject to appropriate disciplinary consequences as determined by the principal, for the remainder of the day or until the problem is corrected.

Repeated dress code offenses may result in more serious disciplinary action., up to and including referral to the Shaker Discipline Review Panel, in accordance with SRSD Policy (JIC).

EXTRACURRICULAR ACTIVITIES:

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified by Shaker Regional School Board policy.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

GANG ACTIVITY

CODE JICF-R&P

The Shaker Regional School District is dedicated to preventing the influence and activities of gangs in the schools. This procedure is designed to eliminate or prevent such influence and activities and should be interpreted in the broadest form permissible to effectuate these purposes.

A. Definitions:

For the purposes of this policy, a "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property.

B. Prohibited Activity:

No student shall:

1. Display or wear gang tattoos, articles, paraphernalia, or clothing.
2. Threaten to commit, or actually commit, any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, school bus, or other school facility or otherwise causing disruption to the orderly operation of any activity on any school campus or school property, or in reckless disregard of the risk of causing such terror or disruption.
3. Shoot at or throw an object at a school bus or other school owned or operated vehicle which is being operated or which is occupied by passengers.
4. Recruit or solicit membership in any gang or gang-related organization.
5. Hold himself or herself out as a member of a gang.

C. Parties to the Offense:

Any student who urges, encourages, counsels, furthers, promotes, assists, causes, advises, procures, or abets any other student or students to violate any section or paragraph of this policy shall be deemed to have violated that section or paragraph.

D. Behavior Not Covered:

The appropriate school officials reserve the right to punish any other gang-related behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the preceding written rules.

E. Discipline for Infractions of Policy JICF or the Rules and Procedures as set forth above:

Violators of this policy shall be subject to SRSD Policy JIC (Discipline of Students).

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING CODE JICK-R&P

General Statement of Policy

The Shaker Regional School Board believes that all students are entitled to learn in a school environment that is safe and secure. All students are expected to conduct themselves with respect for others and in accordance with this policy, other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations.

Bullying Defined

This section is a required element of RSA 193-F:2-F:10 and cannot be changed at the local level.

For purposes of this policy, the following definitions shall apply:

- A) “Bullying” means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:
 - 1. Physically harms a student or damages a student’s property;
 - 2. Causes emotional distress to a student. For the purposes of this policy, the term “emotional distress” means distress that materially impairs the student’s participation in academic or other school-sponsored activities. The term “emotional distress” does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;
 - 3. Interferes with a student’s educational environment;
 - 4. Creates a hostile environment; or
 - 5. Substantially disrupts the orderly operation of the school.

“Bullying” shall also include actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student’s association with another person based on the other person’s characteristics, behaviors or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (1) through (5) above.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws.

Complaints regarding such conduct may be processed through SRSD Board’s Nondiscrimination Grievance Procedure (AC-R).

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- B) “Cyberbullying” means conduct defined in section 1.2.A. that takes place through the use of electronic devices.
- C) “Electronic devices” include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
- D) “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
- E) “Perpetrator” means a student who engages in bullying or cyberbullying.
- F) “Victim” means a student against whom bullying or cyberbullying has been perpetrated.

Notice of Policy

Each school shall provide written notice of this policy to students, parents and staff through appropriate references in the student and employee handbooks and through the publishing of said policy on the District’s policy website. It shall also be provided to any company contracted with the district who shall then be responsible for providing the policy to their employees.

Training

The Superintendent, working in conjunction with each principal, shall develop age-appropriate methods of discussing the meaning, substance and application of this policy with students and staff in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents. This shall be done annually.

Reporting Procedures

Any student who believes he/she has been a victim of bullying shall report the alleged act to the building principal or the principal’s designee. If a student is more comfortable reporting the alleged act to a person other than the building principal, the student may contact any employee of the Shaker Regional School District.

Any school employee or employee of a company under contract with the District (e.g.: for transportation services), who has witnessed or has reliable information that bullying has occurred shall report such bullying to the bullied student’s principal, or designee.

Any parent or other individual who has witnessed or has reliable information that a student has been the victim of bullying should report the incident to the student’s principal or designee.

Upon receipt of a report of bullying, the principal or designee shall notify the Superintendent and within twenty-four hours forward a written report to the Superintendent of the incident and the

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principal's response to the incident. The Superintendent may in turn notify the School Board of the incident.

Additionally, the principal or designee shall by telephone and in writing report the occurrence of any incident of bullying to the parent or legal guardian of pupils involved within 48 hours of the occurrence of such incident, unless this requirement is waived by the Superintendent (when such a waiver is deemed to be in the best interests of the student). The notice shall advise the individuals of their due process rights, including the appeals process.

Investigation

The principal or his/her designee shall investigate alleged acts of bullying.

Discipline

After investigation, if it is determined that a student has engaged in bullying conduct prohibited by this policy, the student shall be subject to appropriate disciplinary action in accordance with Shaker Regional School District Policy JIC.

Appeal

The parent or legal guardian may appeal the principal's decision to the superintendent within ten (10) days of notification. If the parent or legal guardian is not satisfied with the superintendent's decision, they may appeal in writing within ten (10) days to the Shaker Regional School Board.

If the parent or legal guardian is not satisfied with the Board's decision, they may appeal to the State Board of Education, pursuant to RSA 193-F. Such an appeal shall be in writing and filed with the Commissioner of Education with a copy to the superintendent of schools and mailed to the NH Department of Education.

**SHAKER REGIONAL SCHOOL DISTRICT
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BULLYING REPORT FORM

Name of Witness/Reporter: _____

Position: _____

Name of Victim: _____

Name of alleged bully: _____

Description of incident: _____

Other pertinent information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SCHOOL BOARD NOTIFICATION OF BULLYING REPORT

Notification to the School Board in compliance with RSA 193-F:3, Pupil Safety and Violence Prevention.

School _____

Date _____

Incident Report (example):

A fourteen-year old freshman boy has, on several occasions, bullied and harassed a freshman girl by making inappropriate insulting/sexual remarks, snapping her bra strap and exhibiting assaultive behavior . He has also recently verbally harassed other classmates, male and female. This behavior seems to be carried over from the students' neighborhood/community.

Outcome/Response (example)

The district's bullying policy was followed in investigating/resolving this incident. The offending student has been disciplined in accordance with Board-approved practices/penalties. Parents/guardians or all involved students have been informed and consulted as required.

Submitted by: _____

Submitted on: _____
(date)

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT CLUBS AND ORGANIZATIONS

CODE JJA-R&P

FORM TO REQUEST CONSIDERATION OF NEW CO-CURRICULAR ACTIVITY

NAME OF ACTIVITY: _____

DESCRIPTION OF ACTIVITY: _____

RATIONALE: _____

ANTICIPATED # OF STUDENTS SERVED: _____

DATES OF ACTIVITY: _____ MEETING TIMES: _____

STAFFING REQUIRED: _____

FACILITIES REQUIRED: _____

TRANSPORTATION REQUIREMENTS: List number of games for which transportation will be required and type of transportation (bus, van, private vehicles)

EQUIPMENT REQUIREMENTS: Include all equipment and uniform needs

COSTS: Include staffing, equipment, facilities, transportation, officials, and funding source

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

POSSIBLE IMPACT ON OTHER ACTIVITIES:

Submitted by: _____

Date: _____

_____ Recommended

_____ Not Recommended

Principal's Signature

Date

*Administrator must attach a rationale for his/her decision

_____ Recommended

_____ Not Recommended

Superintendent of Schools

Date

_____ **Approved**

_____ **Not Approved**

School Board Chairman

Date

STUDENT PARTICIPATION FEES

The Shaker Regional School Board (SRSB) may impose participation fees in order to maintain athletic and co-curricular programs. No fees will be imposed for required academic programs. Additional athletic and co-curricular programs may be added as approved by SRSB.

1.1 Participation Fee Procedures

- a. Participation Fee rates, when levied, will be set per season with a seasonal cap per family as determined by SRSB.
- b. Participation Fee rates are used to support athletic team or co-curricular programs.
- c. No participation fees shall be imposed on students who are enrolled in the Free and Reduced Meals Program or on students for which specified co-curricular programs are a component of the Individualized Education Plan (IEP).
- d. The Participation Fee must be paid before the first scheduled contest of a sport or first week of a co-curricular program. Uniforms will not be distributed or issued until fees have been paid.
- e. For athletic teams and co-curricular programs that have cuts, the Participation Fee will be assessed once the team has been selected. No fees will be assessed during tryouts.
- f. The Participation Fee permits participation in the athletic and/or co-curricular program(s). For athletic teams, this fee does not in any way alter SRSD policies, individual team rules, or New Hampshire Interscholastic Athletic Association regulations.
- g. There will be no Participation Fee refunds of an athletic team or co-curricular program without written approval of the Superintendent.
- h. Participation Fees for athletic teams or co-curricular programs may be paid in person by cash or by check or through mail to the SAU Office.
- i. A weekly report of paid participants will be provided of by the Business Department to the appropriate supervisor.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

FUND-RAISING ACTIVITIES BY STUDENT

CODE JJE-R&P

Fundraising is defined as sales, solicitations, or promotions for any event or project designed to raise money including any activity for which an admission is charged or for which donations are received. Funds derived from the fundraising activities must be for the support of the school mission and in association with the school-sponsored organization. All solicitation or literature pertaining to the fundraising shall identify the organization for which the funds are being raised, and shall disclose whether the activity is a school-sponsored fundraising activity.

Student fund-raising activities shall operate within the guidelines set forth in this procedure:

- A. Fund-raising activities involving students shall receive the prior approval of the local school principal. In no cases are students to be involved in fund-raising activities during school instructional hours. Schools shall be prohibited from door-to-door fund raising by students in activities sponsored by the school in which students would be selling items or soliciting contributions, pledges, or orders.
- B. Fund-raising activities sponsored by supportive organizations (PTA, Booster Club, etc.) may not involve any student during instructional time. School-sponsored student clubs may participate in fund-raising activities which are in keeping with this policy for the purpose of supporting club activities provided the fund-raising is approved by the school principal.
- C. No solicitation may occur or any items/articles sold during the school day except for those listed in this policy.
- D. All fund-raising activities whether sponsored by the school or by supportive organizations must comply with state law. The Superintendent or designee must be consulted if there is any question as to the legality of an activity.
- E. Dissemination of information (not products, etc.) by school support organizations for approved fund-raising activities may occur during non-instructional time. Dissemination of information and products for approved fund-raising activities may occur during non-instructional time.
- F. Collection for approved fund-raising activities shall occur outside the student instructional day.
- G. No classroom instructional/resource personnel shall be responsible for the accounting of funds resulting from approved fund-raising activities sponsored by supportive organizations.
- H. All fund-raising activities shall conform to the following:
 - 1. The sale of school pictures shall be by contract between the local school and the photography company.
 - 2. School-sponsored book fairs shall operate as an extension of the school media program. The book fair sale shall be by contract between the local school and the book fair company.

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3. Schools may participate in approved purchasing card agreements. Approval shall be provided by the Business Administrator or designee. The purchasing agreements shall be by contract between the local school and the sponsoring agency.
4. Schools may participate in service projects, provided no door-to-door or personal solicitation is involved. The principal shall determine if instructional time may be used.
5. School stores and/or recycling activities may be operated by a supportive organization or the school as a service for students, parents, and staff.
6. School publications: The production of school publications (newspaper, yearbook, performance programs, etc.) shall be at the option of the local school. No instructional time may be used for sales.
7. Advertisements: The selling of advertisements for school publications shall be limited to publications of student newspapers, yearbooks and performance programs.
8. Club and Class Dues: Club and class dues shall be determined by the sponsor with approval of the principal.
9. School Spirit Items: School spirit items may be sold to students. No instructional time may be used for sales.

The organization advisor shall be responsible for ensuring all funds raised are immediately accounted for and submitted to the Student Activity Bookkeeper to be deposited in the school activity account, in accordance with the rules and procedures governing Student Activity Funds, Code JJF-R. All funds raised are to support the school sponsored organization/activity as a whole, not individual students within an organization or attending an activity.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT ACTIVITIES FUND

CODE JJF-R&P

Student Activity Funds shall be maintained in the SRSD Accounting Software, unless otherwise approved by the Superintendent. The SAU Accounting Office will be responsible for monthly reconciliation to the bank statement.

The Principal shall establish a Student Activity Fund Account in a sound financial institution, hereinafter referred to as the "School Depository".

The Principal shall be the primary signatory authority for the account, and shall name an alternate authority to act on behalf of the Principal for the account, should the need arise.

The Principal shall establish a system of controls to ensure proper accounting of all funds within the Student Activity Funds. Such controls shall include but not be limited to:

- a. Forms for establishing record of receipts
- b. Forms for establishing record of disbursements
- c. Separation of duties with regard to deposits made at the school depository and the issuance of checks
- d. System for the security of and an inventory of blank checks within the school

The Principal shall appoint a School Bookkeeper, who will be responsible for:

- a. Maintaining separate records for each recognized student organization
- b. Collecting and depositing all receipts on a daily basis
- c. Collecting and processing all request for payment Vouchers
- d. Monthly detail reporting to the Activity Account Advisor/Sponsor
- e. Monthly summary reporting to the Principal, with detail reporting as requested
- f. Annual Audit Preparation
- g. Maintaining all accounting records as outlined in the Records Retention Schedule as published by the State Department of Education

The Principal shall appoint an Activity Account Advisor/Sponsor for each Student Group/Organization who will be responsible for:

- a. Working with the Student Treasurer for the Student Group/Organization to count and submit receipts to the School Bookkeeper
- b. Working with the Student Group to establish events and request disbursement of funds to the Principal
- c. Working with the Student Group/Organization to review quarterly reports provided by the School Bookkeeper and to sign acknowledging their review and agreement with the activity.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

The Principal shall be responsible for reporting to the Superintendent or the Superintendent's Designee any Student Activity Group/Organization, which is in a deficit position, the reason for the over-expenditure, and the plan that is under consideration for dealing with the deficit.

The Principal shall seek Superintendent review and/or approval in the event there is a question about the acceptance or distribution of funds.

The Superintendent or his/her Designee shall provide a list of all Student Activity Accounts to the Shaker Regional School Board, for approval by the Board, at the beginning of each Fiscal Year, specifying requests for new accounts or accounts to delete. Approval of Clubs by the SRSB during the year automatically approves that Student Activity Fund.

The Superintendent shall appoint an individual in the business office to act in the capacity of Student Activity Fund Facilitator. This person shall:

- a. Work with the Principal, upon request, in the establishment of the Student Activity Funds with regard to:
 - Selecting a School Depository
 - Establishing Accounting Records
 - Establishing a strong internal control system.
- b. Provide training and assistance to the School Bookkeeper selected by the Principal
- c. Provide back-up services as needed
- d. Collect and coordinate all Student Activity Fund records for the annual audit

All graduated classes will have the account balance transferred to the Belmont Trustees of Trust Funds one year after graduation. A class officer will need to contact the Trustees of Trust Funds to obtain access to the funds for class purposes.

The Superintendent shall resolve any questions, which may arise in the operation of the Student Activity Funds

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

ATHLETICS

CODE JJI-R&P

Intramural and interscholastic athletics are integral parts of the co-curricular program of the Shaker Regional School District. Fun, fundamentals and sportsmanship are the primary objectives of athletics in the Shaker Regional School District. The athletic programs shall be provided to maximize opportunities for student participation, to promote gender equity and to encourage the physical and social development of student-athletes.

The Superintendent directs each school to develop an athletic handbook, which shall communicate the following regulations specific to the developmental age of children in that school:

- Statement of Philosophy
- Objectives of Participation
- Eligibility Requirements
- Physical Examinations of Participants
- Academic and Behavioral Expectations of Student-Athletes
- Expectations of Coaches, including:
 - ◆ coaching ethics
 - ◆ training rules
 - ◆ scheduling practices and games (See SRSD Rules & Procedures KF-R2)
 - ◆ student dismissal procedures
 - ◆ treatment of injuries
- Expectations of parents

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT HEALTH SERVICES

CODE JLC-R&P

The District will make every effort to have a school nurse who is a registered, professional nurse licensed in the State of New Hampshire in attendance at each school. The nurse is directly responsible to the building principal and will work co-operatively with staff to maintain the health and safety of all students.

Student Health Services will be provided in accordance with State of NH Statutes and NH Department of Education administrative rules. The NH Department of Education School Health Services Manual will assist school personnel in understanding the scope of school health services and provide flexible guidelines for the school nurse.

1. The school nurse will conduct periodic individual screenings during elementary, middle & high school levels.
 - a. These screenings will include vision, hearing, height, and weight
 - b. Students being considered for special education testing will have vision and hearing checked by the school nurse
 - c. Students may also be referred to the school nurse for screening by a parent or teacher
 - d. Parents will be notified of any suspected difficulties and will be encouraged to get appropriate professional assessment
2. The school nurse or principal's designee will give emergency care and treatment until such time as the parent/guardian or person designated by the parent/guardian can be reached. 911 will be called if the situation warrants it.
3. The school nurse will promote a healthy lifestyle and provide preventative counseling during teachable moments either in the nurse's office or during structured class time
4. The school nurse or principal's designee will administer medication according to the medication policy in place
5. Individual Emergency and Health Care Plans will be formulated with the parent & doctor. Such information will be communicated to the appropriate staff members with parental consent
6. Individual health records will be maintained in a locked cabinet in the health office
7. The school nurse serves as an invaluable resource to the school staff and students by:
 - a. Serving as a source of health care information
 - b. Assisting in the design, selection and implementation of a health curriculum
 - c. Serving as a liaison between school, home and community agencies

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COMMUNICABLE DISEASES

CODE JLCC-R&P

A. PROCEDURES WHEN COMMUNICABLE DISEASE IS SUSPECTED OR CONFIRMED:

1. **Reporting.** School District employees, including contracted individuals and/or agencies who are performing contracted responsibilities for the School District, and who become aware of a communicable disease or other potentially serious health problem regarding themselves, or of students or other employees, unless prohibited by statutory confidentiality, they will report it to the school nurse, or building Principal/designee.
2. **Response.** The health risk to others in the school district environment from the presence of a student or employee with a communicable disease shall be determined on a case-by-case basis. In all cases in which the school nurse, or other person designated by the Superintendent, becomes aware that a student or employee of the School District has contracted a communicable disease, s/he will take the following steps:
 - a) The parent/guardian(s) of a student will be contacted in order to discuss the situation and determine whatever facts are available; the same information will be communicated promptly among the Superintendent/designee, school nurse and Principal/designee.
 - b) Notify and consult with the health care professionals knowledgeable about the particular disease. Following such consultation, the school nurse, Superintendent or his/her designee, shall determine the immediate, short-term action to be taken relative to educational placement of the student or work assignment for the employee.
 - c) When a communicable disease of the kind is suspected or confirmed in an individual, the school nurse shall consult with the Superintendent or designee and appropriate public health officials, to determine whether a student or employee shall be excluded from school or from attending to their customary employment, and whether additional measures are required to protect other members of the school population. Recommendations regarding the least restrictive educational placement for a student or continued attendance at work for an employee may be sought on a case by case basis. Decisions to exclude shall consider criteria from NHDHHS Bureau of Infectious Disease or other general or specific guidance from the NHDHHS or the United States Centers for Disease Control.
 - i. Decisions regarding students. Unless the school nurse is unavailable, the ultimate decision to exclude a child from school under this Policy due to a

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contagious or communicable illness shall be made by the school nurse after consulting with the Superintendent/designee and Principal/designee.

If the school nurse is unavailable, a decision to exclude shall be made by the Superintendent/designee.

- ii. Decisions regarding employees. Determinations regarding exclusion or reassignment of employees shall be made by the Superintendent/designee. Volunteers are subject to any directives issued by the administration, as are contractors and consultants, subject to the terms of their respective agreements.

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Placement options depend upon the status of the student.

1. Remain in traditional education setting with precautions and practices that would apply to any communicable disease.
2. Clinical findings may dictate assignment of the student to a restricted education setting or program.
3. Middle to late stage cases assigned to home-bound instruction, as the situation warrants.
4. It should be noted that the placement options descend from the least restrictive to more restrictive environments. Additionally, it is possible for a child to move between placements, depending upon continuous medical input and the result of periodic review by the placement team. Upon completion of its evaluation, the placement team shall submit immediately its recommendations to the physician representing the school district, who shall advise the Board of the final placement decision.

Once placement has been determined, the team shall monitor the child and the educational setting. All changes that endanger any student's health and safety are to be reported to the physician by the school nurse. For example:

1. Outbreaks of communicable diseases which place the student at risk (see procedures under diseases caused by casual contact)
2. A deleterious change in the student's physical condition or social behavior.

The school nurse will maintain regular contact with the student's physician and family. A change in health status may dictate exclusions from the classroom. The placement team shall conduct a review of each case it has considered, prior to the beginning of each school year, and at other times as deemed necessary.

1. If issues or decisions regarding school attendance arise that cannot be informally resolved or if an identified compelling reason exists, the Superintendent may convene a confidential Review Panel. Unless subsection 2, below, applies the student/staff member will remain in the school setting during this review.
2. An exception to the right to remain in the school setting exists if the Superintendent, after consulting with the appropriate medical professional(s), learns there are clearly documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

MEDICATIONS IN SCHOOL

CODE JLCD-R&P

With appropriate documentation, certain emergency medications including Epi-pens, insulin and asthma inhalers may be carried and self-administered by the student.

Other than in an emergency situation, school personnel will not administer medications to school children unless all of the following conditions or requirements are met:

1. The school nurse confirms that the medication is appropriate for the child's condition and necessary during school hours.
2. Written authorization and a medication order have been provided by the student's parents or guardian and prescriber. These authorizations must be renewed at the beginning of each school year, and whenever there is a change in the dose or medication.
3. Medications should be delivered to the school nurse by parents or a responsible adult if possible. All medications must be in their original container. The pharmaceutical container must state the patient's name, the name of the medication, the dose to be administered, and the name of the prescribing physician.
4. Students are responsible for coming to the school nurse for regularly prescribed medications. Parents will be informed if a student misses more than two consecutive doses of a medication.
5. Students who request Tylenol (acetaminophen) or other over-the-counter medications during school hours must have signed permission from a parent or guardian on their completed Emergency Card. The decision to administer an over-the counter medication will be based on each individual student's complaint, assessment by the school nurse and health history. Alternative measures to achieve comfort such as rest, nourishment, ice packs or heat may be tried prior to administering medications.
6. It is the responsibility of parents to provide medications and written authorization for medications needed on field trips. The parent may direct a teacher, in writing, to obtain a single dose of a prescribed medication needed on a field trip from the school nurse.
7. Discontinued medications, or medications left over at the end of the school year will not be sent home with students. Parents may pick them up within 2 weeks of the last dose given at school. If not picked up, or if no arrangements have been made with the school nurse or the principal, the medications will be discarded in accordance with accepted nursing practice.
8. The school nurse will maintain a written record of the medication administration in accordance with standard nursing practice.
9. Medications will be kept in a locked cabinet within the school nurse's office.

SHAKER REGIONAL SCHOOL DISTRICT

ADMINISTRATIVE RULES AND PROCEDURES

EMERGENCY MEDICAL CARE

CODE JLCE-R&P

Minor and major illnesses and injuries can occur during the school day. Such events may require non-urgent, urgent, or emergency health care at school. A school nurse in each building who will be most familiar with students' health problems and community resources is important to providing competent emergency care planning and emergency medical treatment.

Fundamental to any accident and/or illness treatment plan is acceptance by school personnel of responsibility for:

- Providing immediate care
- Notification of student's parent/guardian
- Arranging for disposition and/or transportation to home or hospital
- Guiding parent/guardian, when necessary, to sources of care.

Guidelines/Responsibilities:

- I. The principal and school nurse are to develop a plan for the care of ill or injured persons within the school.
 - A. To provide for the maximum safety of all students in cases of any emergencies including fire or other disasters, the principal must plan for the care and welfare of every ill or injured student and for every student with chronic or recurrent medical disorders.
 - B. Individual Emergency Care plans should be in place for students and staff members whose health conditions may cause them to experience emergencies e.g. known food/insect anaphylaxis, asthma, diabetes, etc.
- II. The principal is to develop a cooperative relationship with the local police chief to ensure a workable procedure in emergency situations.
- III. All staff and students are to participate in all school safety drills.
- IV. The principal and school nurse must have on file emergency contact information cards for every employee containing the name, address, and telephone number of the employee's physician and the person to contact in case of emergency.
- V. The principal and school nurse must have on file emergency contact information cards for every student containing such information as the student's name, date of birth, allergies, address, daytime telephone number for parents/guardians, the names and daytime telephone numbers of 2 people who have permission to pick up and take responsibility for the child until a parent/guardian is available, the name and phone number of the child's physician, along with the parent/guardian's signed permission to seek treatment and/or transport to ER if none of the above persons are available. See sample in appendix.
- VI. Each school shall maintain a dedicated room for student health care, which will provide a private and confidential environment to care for sick/injured children. This room should be adequately equipped and supplied to provide necessary first aid and emergency medical care. A protocol for updating and monitoring the emergency supplies should be established.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- VII. Autoinject epinephrine should be available by individual prescription for student and staff members with a history of anaphylaxis. The school nurse will assist parents with the training of staff members in its use.
- VIII. Self-managed administration of epinephrine should be evaluated on a case-by-case basis by the school nurse, the parent, the health care provider and the student.
 - A. Written permission from the parent and health care provider must be obtained for students with known life-threatening allergies who will self-medicate.
 - B. An individual health care plan that includes continuous monitoring, emergency plans and evaluation should be written by the school nurse and maintained for every student with prescribed epinephrine.
- IX. Autoinject epinephrine shall be available in the emergency kit of each school in the event of a medical emergency. A school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians.
- X. Naloxone\Narcan and Opioid Antagonists:
 - A. It is the policy of SRSD that all schools stock Naloxone as an opioid antagonist to treat a case of suspected opioid overdose in a school setting. The Board authorizes the District to obtain, store and administer Naloxone/Narcan and/or other opioid antagonists for emergency use in schools.
 - B. The superintendent, principal, school nurse, school resource officer, or designee (SAP) will be responsible for the procurement of Naloxone.
 - C. Any person trained may administer Naloxone to any person suspected of experiencing an opioid-related overdose. Pursuant to New Hampshire's Good Samaritan Law (RSA 318-B:28-b) any staff member of SRSD who, in good faith, attempts to render emergency care by administering Naloxone to a person reasonably believed to be experiencing an opiate related overdose, shall not be liable from the attempt to render emergency care.
 - D. Naloxone should be stored in a secure, but unlocked, location, at room temperature and away from direct sunlight. It will be clearly marked and stored in a Naloxone Box or other appropriate receptacle near the AED in each school. The school nurse will regularly inspect the Naloxone to check the expiration date of the box or vial and that the Naloxone box has not been tampered with.
 - E. Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.
 - F. Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.
- XI. The principal is to post in the main office and health office a list of persons to be called upon to assist with first aid if the school nurse is not available or if additional support is needed.
 - A. Any school employee is to render necessary first aid in extreme emergencies; reference is to be made to *Emergency Guidelines for Schools* published by Emergency Medical Services for Children located in the health office.
 - B. As a minimum, two staff persons, in addition to the school nurse should be trained to render first aid, provide basic life support, and the recognition and treatment of anaphylaxis. Education should be on a voluntary basis.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- C. All staff members shall be educated in universal precautions at the beginning of each school year.
- XII. To provide prompt emergency care for life threatening circumstances, call 911 to activate emergency medical services (EMS).
- XIII. The principal or designee is to promptly notify the parent/guardian or person designated in case of emergency, by phone, messenger, or police; if the parent, guardian or person designated in case of emergencies cannot be reached, the principal is to act in place of the parent to secure adequate medical attention.
- XIV. Responsibility for further medical attention in the case of students rests with the parent/guardian or person designated for emergencies; adults are responsible for their own care.
- XV. The principal is to inform the superintendent, and a report is to be filed regarding details of all serious cases before the end of the school day. See Incident Report Form in appendix. Additional reports will be made of accidents involving school employees as are required by workers' compensation. The personnel department will maintain records and reports pertaining to workers' compensation and will administer this program.
- XVI. All emergency medical care must be documented by the school nurse in the student's permanent health record.
- XVII. Ill/injured students release from school
- A. Release to home -
1. An ill or injured student may be dismissed from school if an assessment of the school nurse or the individual designated by the principal determines that it is necessary.
 2. When a student needs home care, every effort is to be made to have the parent/guardian (or if unable to do so, the person designated as emergency contact) come to school to pick up the student.
 3. If a taxi is required, the parent/guardian is to request the taxi and is responsible for the fare.
 4. No elementary age student is to be left at home unless there is a responsible adult to receive him/her.
 5. A student with a valid driver's license and vehicle may drive him/herself home with parental permission if the school nurse determines that the student is capable. A parent may designate by telephone permission that an older sibling may drive a younger sibling home to be attended to.
 6. If no responsible adult can come to school for the student, and if the illness or injury is sufficiently serious to warrant an escort, such service is to be provided with written or verbal parental consent.
 - a) An elementary student who is ill or injured may not be sent home without an escort.
 - b) The escort may be school staff or the principal.
 - c) The escort is to report the disposition of the case to the principal.
- B. Students sent to hospital - No ill or injured student is permitted to go to the hospital in the absence of a parent/guardian without being accompanied by a member of the school staff.
1. It is advisable to send an ill or injured student to a hospital emergency room as soon as possible in any case which the parent/guardian of a student whose condition apparently demands prompt medical care cannot be located within a reasonable time.
 2. Extreme emergencies may demand immediate action without preliminary attempts to locate

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- responsible adults; however, these adults are to be notified as promptly as possible thereafter.
3. Transportation to the hospital
 - a) The Emergency Medical Services (EMS) should be activated by calling 911.
 - b) A member of the school staff must accompany the student and is to remain at the hospital with the student until the parent/guardian or parent designated emergency contact arrives at the hospital. The principal or designee should make sure that transportation from the hospital is provided to the staff member.
 - c) School personnel will not transport an ill or injured student to the Emergency Department in a private vehicle.
 - C. Retention of student in school - If an ill or injured student is to remain in school until the end of the school day, but is unable to return to class, the student is to be placed under the supervision of an adult designated by the principal, preferably of the school nurse.
 - D. Each school will maintain a sign-out procedure for students being dismissed before the end of the school day.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

WELLNESS POLICY

CODE JLCF-R&P

The school district shall follow the model provided by the Coordinated School Health Program of the Centers for Disease Control, which includes the following components:

- Health Education
- Family/Community Involvement
- Health Promotion
- Physical Education/Physical Activity
- Health Services
- Healthy School Environment
- Nutrition Services
- Counseling, Psychological and Social Services

Physical Activity Goals

The primary goals for schools' physical activity programs are: to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

- District students shall be given opportunities for physical activity during the school day through physical education classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- District students shall be given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- The school district will make efforts to keep district-owned physical activity facilities open for use by students outside school hours.
- The District encourages students, parents, teachers, school administrators, and community members to serve as role models in being physically active, both in school and at home.

Nutrition Education Goals

The primary goal of nutrition education is to influence students' eating behaviors. Building nutrition knowledge and skills helps children make healthy eating and physical activity choices. The Shaker Regional School District shall provide nutrition education that is developmentally appropriate; reflects students' cultures; is integrated into subjects such as math and reading; and provides opportunities for students to practice skills and have fun. The District shall also choose nutrition education curricula that are easy to teach and foster lifelong healthy eating.

- District students in grades pre-K-12 shall receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- Nutrition education shall be offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and teachers.
- District schools shall conduct nutrition education activities and promotions that involve students, parents and the community.
- District students shall receive consistent nutrition messages throughout all district schools.
- Nutrition shall be integrated into the health education or core curricula (e.g., math, science, language arts).
- District schools shall link nutrition education activities with the coordinated school health program.

Nutrition Guidelines

The goal is to create a total school environment that is conducive to healthy eating and being physically active. These nutrition guidelines apply to the school lunch and breakfast program, foods and beverages sold in vending machines, snack bars, school stores, and at parties/celebrations/meetings during the school day.

- Foods

- All foods available on school grounds and at school-sponsored activities will meet or exceed the district's nutrition standards. In no circumstances will such offerings be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools.
- Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.
- Classroom snacks shall feature healthy choices.

This procedure does not apply to school-related events; such as interscholastic sporting events, school plays, and band concerts; where parents and other adults constitute a significant portion of the audience or are selling food as boosters.

- School Beverages

These guidelines were developed to serve as the beverage criteria for the Healthy Schools Program of the Alliance for a Healthier Generation. They will accelerate the shift to lower-calorie and nutritious beverages that children consume during the regular and extended school day. These guidelines have been adopted by the American Beverage Association, PepsiCo, Coca-Cola and Cadbury Schweppes as their new school beverage policy.

Elementary School

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- Bottled water
- Up to 8 ounce servings of milk and 100% juice
- Low fat and non fat regular and flavored milk with up to 150 calories / 8 ounces
- 100% juice with no added sweeteners and up to 120 calories / 8 ounces

Middle School

- Same as elementary school, except juice and milk may be sold in 10 ounce servings.

High School

- Bottled water
- No or low calorie beverages with up to 10 calories / 8 ounces
- Up to 12 ounce servings of milk, 100% juice, light juice and sports drinks
- Low fat and non fat regular and flavored milk with up to 150 calories / 8 ounces
- 100% juice with no added sweeteners and up to 120 calories / 8 ounces
- Light juices and sports drinks with no more than 66 calories / 8 ounces
- At least 50% of beverages must be water and no or low calorie options

All beverages sold on school grounds during the regular and extended school day shall comply with these guidelines. The extended school day includes activities such as clubs, yearbook, band and choir practice, student government, drama, and childcare/latchkey programs.

This beverage procedure does not apply to school-related events; such as inter-scholastic sporting events, school plays, and band concerts; where parents and other adults constitute a significant portion of the audience or are selling beverages as boosters.

- Dining Environment

- The District shall provide a clean, safe, enjoyable meal environment for students.
- The District shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- The District shall provide drinking fountains in all schools, so that students can get water at meals and throughout the day.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- The District shall offer the school meals program to all students participate and protect the identity of students who eat free and reduced price meals.

- Time to Eat

- The District shall ensure an adequate time for students to enjoy eating healthy foods with friends in schools.
- The District will schedule lunch time as near the middle of the school day as possible.
- The school district will attempt to schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.

- Food as a Reward or Punishment

- The school district shall prohibit the use of food as a reward or punishment in schools.

- Consistent School Activities and Environment

- The District will provide opportunities for on-going professional development for foodservice staff and teachers in the area of nutrition.
- The District shall ensure that school related groups such as parent-teacher organizations, booster clubs and student organizations will be encouraged to adhere to these guidelines; however, these groups will not be prohibited from selling food or beverages that fail to meet or exceed the guidelines.
- The school district encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.

Program Implementation and Evaluation

Each building principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in these Rules and Procedures and implements strategies for achieving the targets set forth herein.

Community Involvement

Each building will establish a Wellness Committee which shall periodically assess the nutrition and physical activity environment throughout the District. The committee will assess progress on the current targets, recommend any new targets and identify strategies in support of the goals stated. Periodic progress reports will be provided to the School Board.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SUPERVISION OF STUDENTS

CODE JLIA-R&P

During school hours, dismissal procedures shall follow JLIB-R – Student Dismissal Precautions. While engaging in school-sponsored after-school activities, the following procedure shall be followed:

1. If the student has an athletic practice or other extra-curricular activity immediately after school, the student must report directly to the coach or activity advisor.
2. If the student's practice or activity is not scheduled for directly after school, the student is encouraged to go home and return at the appropriate time. Some schools may have open library, which may be used by students to do homework or research while waiting for an activity to begin.
3. At the end of the activity, the student will be released to go home, as indicated in the permission to play form signed by each parent. It is the parent's responsibility to meet the child or make arrangements for transportation home. Coaches/ advisors shall be present until all children have been picked up for transportation home. However, coaches are not responsible for determining who each child is transported by, unless a parent specifically requests them to do so.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT DISMISSAL PRECAUTIONS

CODE JLIB-R&P

1. A student may be dismissed from school prior to the end of the school day only by one of the following methods:
 - (a) The student is eighteen (18) years of age and signs him/herself out, according to school rules.
 - (b) The parent(s)/guardian shall appear in person and request that the principal release the student; or
 - (c) The parent(s)/guardian must make the request in writing, explaining the reason for requesting early dismissal; or
 - (d) The parent(s)/guardian may make request by telephone to a local school staff member designated by the principal; however, the school reserves the right to require written request or personal appearance of parent/guardian before a student is dismissed.
 - (e) The school reserves the right to request verification of identification of any individual picking up a student from our schools.

Students shall not leave the school grounds while school is in session without permission from the principal or his/her designee. The principal or his/her designee may require verification of right of custody of anyone requesting early dismissal of a student.

At the end of the school day, students will be dismissed from class to leave school. The District recognizes that some students may walk home, some may take the bus and others may be met by someone authorized by the parent to transport them.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

AUTOMOBILE USE BY STUDENTS

CODE JLIE-R&P

The operation of motor vehicles of all descriptions on school property presents a serious safety hazard to pupils and employees. Therefore, the use of go-karts, mini-bikes and other non-licensed or unauthorized motor-driven vehicles on Shaker Regional School District property is prohibited. Licensed, authorized, motor-driven vehicles may be operated only on paved drives and parking lots during authorized school functions, and in a manner and speed in keeping with safe practices in accordance with state and town ordinances.

Although not required by the State of New Hampshire, the Shaker Regional School District recommends that each student's vehicle be covered by an insurance policy to protect the driver should they become involved in an accident on school premises.

Students will be authorized to operate a motor vehicle or park such vehicle on any school campus of the Shaker Regional School District under the following conditions:

- 1) Students must register their vehicle with the office.
- 2) Cars are to be parked in designated areas only.
- 3) Students will not be allowed to use automobiles during the school day without parental/guardian permission and the permission of school officials. In general, permission would be granted for medical reason or emergencies only.
- 4) Students will not be permitted in cars during the school day. Illegally parked cars shall be subjected to a citation and/or removal at the owner's expense.
- 5) Students must maintain safe, sensible driving habits in the school area and obey the 5 miles per hour speed limit on school grounds.
- 6) Student drivers leaving at the end of the school day shall yield the right-of-way to school buses.
- 7) Students who attend vocational courses at the Huot Technical Center are provided with school bus transportation and are required to take the bus. Use of private cars is not allowed. If there is a special need for use of a student's own car, written permission must be obtained in advance from the Huot Technical Center, the parent/guardian and the administration of Belmont High School.
- 8) Driving is a privilege and can be denied if a student fails to follow the rules and expectations of the school.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

STUDENT RECORDS AND ACCESS

CODE JRA-R

Comprehensive System

The Shaker Regional School District (SRSD) shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation. These data and records shall be stored in a safe and secure manner. This is a highly private record to be used only by the professional staff immediately concerned with the student's welfare. It shall also be made available to the parents or legal guardians of a minor student or a student of legal age (18 or older). The Shaker Regional School District, in compliance with the Family Educational Rights and Privacy Act (FERPA), will notify parents of all students currently in attendance in the district, of their rights regarding procedural safeguards and confidentiality of records.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District. These student educational records may contain, but are not limited to: identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for non-enrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent.

Directory Information

"Directory information" may be publicly released without permission of the parents. The Shaker Regional School District designates the following items as directory information:

- ◆ Student's name
- ◆ Address
- ◆ Telephone number
- ◆ Participation in activities and sports
- ◆ Photograph
- ◆ Weight and height of members of athletic teams
- ◆ Diplomas, honors and awards received
- ◆ Most recent previous educational institution attended

Parents and eligible students will be notified of their rights under the Family Educational Rights and Privacy Act annually by publication in the student handbooks of each of the Shaker Regional Schools. Parents or legal guardians of a minor student or a student of legal age who do not want this information released must notify the school system in writing, each year, if any of the designated directory information is to be withheld.

Protected Health Information

The Shaker Regional School District (SRSD) recognizes an individual's right of privacy with regards to Protected Health Information (PHI). Except as otherwise permitted or required by law or this policy,

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

individual health and medication information received by SRSD in the performance of its duties is deemed to be strictly confidential. Disclosure to anyone is prohibited unless that disclosure conforms to legal or operational requirements, or is specifically authorized, in writing, by the subject. Any disclosure, when permitted or required, shall be only the amount necessary and appropriate to the circumstances; will be made only to person(s) authorized to receive the information; and will be in accordance with the published rules and regulations related to this policy.

Custodian of Records

Each principal shall be responsible for record maintenance and access for currently enrolled students within his or her building, except for records of special education students. The special education director shall be the custodian of special education student records. The Superintendent is the custodian of records for students who have withdrawn or graduated. All student records, when not in use, shall be secured. The file shall contain a composite of all requests for information and all completed forms involving requests, authorizations, or permission to view and receive educational records. Each person viewing the file shall sign and date the form provided for that purpose.

Access by School Officials

For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of handicapped students. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of handicapped students. School officials have a "legitimate educational interest" in a student's records when they are working with the student; considering disciplinary or academic actions, the student's case, or an individual education plan for a student with disabilities; compiling statistical data; or investigating or evaluating programs.

Access by Parents

Parents may be denied copies of records after the student reaches age 18 and is no longer a dependent for tax purposes, when the student is attending an institution of post-secondary education, or if they fail to follow proper procedures and pay the copying charge.

Access by Others

The school district will require a written consent before information other than directory information may be divulged to third parties.

The District may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his/her designee in response to an ex parte order in the connection with the investigation or prosecution of terrorism crimes. The District is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The District shall notify parents of the option to make such a request and shall comply with any requests received.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Student Rights

Whenever a student has attained 18 years of age or is attending an institution of post-secondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

Request Procedures

The cumulative record shall be made available to the parent or a student who is 18 years of age, pursuant to the following procedures:

1. Within *fourteen* days of receipt of a written request, the parent or student will be informed of a date that the records will be available to them.
2. Records may be reviewed during regular school hours, or within a reasonable amount of time after the school day.
3. The record custodian or designee shall be present to explain the record and to answer questions.
4. The confidential nature of the student's records shall be maintained at all times, and the records shall be restricted to use only in the Superintendent's, principal's, or counselor's office, or other restricted area designated by the record custodian.
5. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Student educational records shall be made available to an outside person or agency only under the following conditions:

1. A "Release of Information" request is received by school officials, duly signed by a parent or legal guardian of a minor student or a student of legal age.
2. A "Request for Information" is received by school officials in the form of specific request from the court, a court order, or a lawfully issued subpoena. Only information requested shall be provided and, when possible, the parents and/or students shall be notified of all such orders in advance of compliance with the order.
3. A "Request for Transcript" is received by school officials from a receiving school. Only information such as grades, attendance records, and group test scores should be included. Transcripts may also be sent to prospective employers at the request of the student or parents. Psychological reports and health reports cannot be released without having been specified in the signed "Release of Information" request as per #1 above.
4. In instances where requests for information might come from an outside agency working for the welfare of a student, the agency will request a release from the student (if of legal age) or parent or legal guardian of a minor student. In lieu of such a release, a form signed by a judge (not necessarily in the form of a subpoena) would suffice, provided the parent or legal guardian of a minor student or a student of legal age is notified that such a form has been received.

All other persons and agencies must present signed authorization from the parents or eligible students before they receive any information or copies of information. A form, "Authorization to Release Permanent Record Information" shall be used for this purpose.

Procedure to Amend Records

A parent (or the student if he or she is 18 or older) may review and inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. The review procedure for challenging entries is as follows:

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Step I - When a parent or eligible student wishes to challenge entries on a record, the request shall be submitted to the principal of the school in which the student is or has been enrolled. The principal shall investigate the complaint and endeavor to settle the matter. The principal shall, when practicable, have present the person(s) who entered the information in dispute. The person who requested the hearing shall have the right to ask questions of those present and to present evidence that would correct inaccurate, misleading, or otherwise inappropriate information. The principal shall then determine whether the information in question shall be removed from the record. If the information in question is not then removed from the record, the evidence presented shall become a permanent part of the student's records.

Step II - If the conflict is not resolved at the local school level, the request shall then be submitted in writing to the Superintendent of Schools for a hearing by the review board. This hearing shall be held within twenty (20) days of receipt of the request. The parents or eligible student shall be given reasonable notification of the date, place, and time of the hearing. The parents shall be given a full and fair opportunity to present evidence, and at their own expense, may be assisted or represented at the hearing.

- (1) The review board consists of the following people:
 - (aa) An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing.
 - (bb) A guidance counselor from a school that does not have a direct interest in the outcome of the hearing.
 - (cc) The Superintendent, or his/her designee,
- (2) The decision of the review board shall be given in writing to the concerned parties no more than ten (10) school days after the date of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and the reason(s) for the decision.
- (3) If the decision is to deny the request, the parents shall be informed that they have 30 school days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision

Fees for Copies

The Shaker Regional School District shall provide one (1) copy of a student record without charge. Additional copies of records produced by a school are available at a per copy cost of thirty five cents per page, payable in advance. The school district will not provide a parent or eligible student a copy of standardized test questions or test protocols.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SAU #80--SHAKER REGIONAL SCHOOL DISTRICT PARENT'S REQUEST TO REVIEW PUPIL RECORDS

SECTION 1--Request to see records

Student's Name_____

School_____Grade_____

Parent(s) requesting review of pupil records. (Student 18 years old or older will have the right to see their own records. Parents must obtain permission from pupils over 18 years old to see their records.)

Name(s)_____

Address_____Town_____

Phone_____

This request must be sent to the Superintendent of Schools' Office, 58 School St., Belmont, New Hampshire 03220. A date when the student's records will be available to the parents will be sent by mail within 14 (fourteen) days of the receipt of request.

Parent/Guardian Signature

Date

Principal Signature

Date

cc: Superintendent of Schools

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SECTION II--Parent response to the review of their child's records

PART A-- I have reviewed my child's records fully.

Signed _____

Date _____

PART B--After reviewing my child's records, I find the following material inaccurate and request the following action:

What is objectionable (please specify: city reports, tests or statements in the record)? _____

What do you feel might be the result of this material remaining in your child's records? _____

What would you like your school to do about this information?

_____ Remove it from my child's record.

_____ Have the school review the purposes of keeping this kind of information.

_____ Other: _____

Action taken upon request for review will be made available to you in writing from the Principal of your child's school within 20 (twenty) days after the request for review has been received.

I understand, in signing this request, that under State law I may appeal any action in this matter to the Superintendent of Schools, local school board and the State Board of Education.

Parent/Guardian Signature

Date

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SECTION III--In compliance with PL 93-380 all material in either the pupil cumulative folder or the guidance folder will be available to parents upon their request under the procedures set forth in this section.

- ◆ Parents will be required to fill out a request to review their child's records.
- ◆ Request forms will be available at all schools from the principals.
- ◆ Request forms will be sent to the Superintendent of Schools and logged in on a master request for review of student record list.
- ◆ A review of the request by the Superintendent and the principal of the school in which the child is enrolled will result in the establishing of a time for the parents to see the records.
- ◆ A letter to the parents from the principal giving times when the records will be available will be sent within 14 days of the receipt of the request.
- ◆ At the time agreed upon the parent, a guidance counselor and/or the principal will sit down and review the child's record. The guidance counselor and/or principal will be present during the entire time that the parent is reviewing the records to answer questions and interpret test scores.
- ◆ After the parent's have had an opportunity to review their child's folder and have asked any questions they might have concerning the contents, the guidance counselor will ask for the parent's signature on Section II of the Parent Request for Review of a Student's Record Form.
- ◆ If Part B of the Parent Request Form has been filled out by the parent, the principal and guidance counselor will review the parent(s) objection(s). Within twenty (20) days of the parent's request, a letter will be sent to the parent(s) detailing what action, if any, will be taken concerning the objection(s).
- ◆ After completing the review of the records by parents and any appeal, the completed form and letters to parents will be forwarded to the Superintendent's Office.



School Administrative Unit No. 80

"Engaging all learners to succeed in their ever changing world"

Serving the Communities of Belmont and Canterbury

Shaker Regional School District

58 School Street

Belmont, NH 03220

August 31, 2023

Dear Parents/Students,

The Family Educational Rights and Privacy Act (FERPA) and Every Student Succeeds Act (ESSA), both Federal laws, require that the Shaker Regional School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, our district is required to disclose appropriately designated "directory information" without written consent, unless you have specifically advised the District to the contrary, in accordance with District procedures.

The primary purpose of directory information is to allow the Shaker Regional School District to include the following type of information from your child's education records in certain school publications:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll, graduation programs or other recognition lists;
- Photographs on school websites or in newspaper articles
- Sports activity sheets, such as for basketball, showing height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and military or college recruiters. The school district has designated the following information as directory information:

- Student's name
- Address
- Participation in officially recognized activities and sports
- Photograph
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

If you do not want the Shaker Regional School District to disclose directory information from your child's education records without your prior written consent, you must notify in writing the principal of your child's school each year by September 25, 2023. Thank you for your cooperation in this matter.

Sincerely,

Michael J. Tursi
Superintendent of Schools



School Administrative Unit No. 80

"Engaging all learners to succeed in their ever changing world"

Serving the Communities of Belmont and Canterbury

Shaker Regional School District

58 School Street

Belmont, NH 03220

August 31, 2023

Dear Parents,

A Federal law called the Every Student Succeeds Act requires that we provide the names, addresses and telephone numbers of all secondary school students to those military recruiters and institutions of higher learning who request this information. However, the law also allows the student or parent to request that this information not be released. The Shaker Regional School District will comply with such a request out of respect for your confidentiality.

If you want the school to release this information to military recruiters and institutions of higher learning, you do not need to do anything further. If, on the other hand, you do not want the school to release this information to either or both of these groups, please fill out the form below indicating your wishes and return it no later than September 25, 2023 to Belmont High School, 255 Seavey Road, Belmont, NH 03220.

Signing this form does not prevent a parent or student who is 18 from consenting to the release of such information at some later time

This law also requires that we provide military recruiters the same access to secondary school students as we provide to post-secondary educational institutions. Therefore, as we have done in the past, recruiters will have the opportunity to schedule an appearance at the school and students will be invited to volunteer to attend these meetings. In order to minimize lost class time, any follow-up meetings should be scheduled during non-classroom time in each student's schedule.

If you have any questions, please feel free to call Mr. Matthew Finch, Principal, at 267-6525.

OPT-OUT FORM FOR: _____
Child's Full Name

Do not disclose my child's name, address or telephone number to the following without my prior consent (check one or both):

- ☐ United States Military Recruiters
- ☐ Colleges and Other Higher Education Institution Recruiters

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

(If student is over 18, student rather than parent must sign)

(603) 267-9223 • FAX (603) 267-9225

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Equal Opportunity Employer

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

PARENT INVOLVEMENT IN EDUCATION

KB-R&P

In order to achieve the desired level of Title I parent involvement desired by Board policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement goals.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

A. Guidelines

1. Parent involvement activities developed at each school will include opportunities for volunteering; parent education; home support for child's education; parent participation in school decision-making.
2. The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.
3. The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

B. Roles and Responsibilities

1. Parents - It is the responsibility of the parent to actively communicate with school staff; be aware of rules and regulations of school; take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school; utilize opportunities for participation in school activities.
2. Staff - It is the responsibility of the staff to develop and implement a school plan for parent involvement; promote and encourage parent involvement activities; effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.
3. Community - Community members who volunteer in the schools have the responsibility to be aware of rules and regulations of the school; utilize opportunities for participation in school activities.
4. Administration - It is the responsibility of the administration to facilitate and implement the Title I Parent Involvement Policy and Plan; provide training and space for parent involvement activities; provide resources to support successful parent involvement practices; provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

PUBLIC GIFTS/DONATIONS

Any gift presented to the Shaker Regional School District (SRSD) must be accompanied by a letter from the donor identifying the subject and purpose of the gift and any restriction that may apply for official action and recognition of the Shaker Regional School Board (SRSB).

To be accepted, a gift must meet the following criteria:

- a. Have a purpose consistent with the mission and goals of SRSD.
- b. Be offered by a donor acceptable to the SRSB.
- c. Will not involve significant costs for installation or maintenance, or initial and continuing financial commitments from school funds.
- d. Will not employ "regular" full or part-time personnel.
- e. Will place no restrictions on the school program.
- f. Will not be inappropriate or harmful to students.
- g. Will not imply endorsement of any business or product.
- h. Will not be in conflict with any provision of SRSB policy or applicable state and federal law.
- i. Gifts to individual members of the staff by students, parents/guardians, or organizations shall be discouraged.

Any gift accepted shall become the property of the SRSD and are subject to the same controls and regulations that govern the use of all district-owned property.

Monetary donations specified for athletic/co-curricular programs shall be deposited in the Shaker Regional School District (SRSD) non-lapsing Athletics/Co-Curricular Revolving Fund. SRSD Athletics/Co-Curricular Funds shall be withdrawn and disbursed monthly as recommended by the SRSB Athletics/Co-Curricular Revolving Fund Committee and authorized by SRSB.^{1 2}

Donations of equipment shall be added to the SRSD's inventory provided it is operative at the time of donation and meets an educational purpose. Gifts which meet the definition of a fixed asset must be added to SRSD's fixed assets inventory.³

Any purchase to be funded by a cash donation must be processed in accordance with district policy.

Any gift rejected by the SRSB shall be returned to the donor or the donor's estate within sixty (60) days, with a statement indicating the reason for the rejection of the gift.

The SRSD shall acknowledge the gift/donation in a format accepted by the Internal Revenue Service.

¹ SRSD Policy JJD

² SRSD Policy JJD R & P

³ SRSD Policy DID

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

WEBSITE PUBLISHING

Code KDC-R&P

Publishing Standards

All subject matter on district web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the district or its mission. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services.

Publishing privileges are provided to students and staff through individuals who have been authorized by the building principals. Creators of web pages need to familiarize themselves with - and practice - the following standards and responsibilities, or pages will not be published.

- All web pages must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers.
- All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.
- Correct grammar and spelling should be used. Documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such.
- Web pages must include a statement of copyright, when appropriate, and indicate that permission has been secured to include copyrighted materials.
- Factual information must be able to be documented.
- All web pages must identify affiliation with the School District.
- All web pages must provide a link to the school or Department's home page, and contain clear navigational links.
- Commercial use (advertisements, business logos, etc.) is prohibited.
- All web pages must comply with the School Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines provided for specific levels of publishing.

SHAKER REGIONAL SCHOOL DISTRICT

- The viability of links from Web pages that were not created by the district cannot be guaranteed.
- All links will be tested for accuracy.
- Web pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the link can be included, but the link may not be made "hot" until the further page is actually in place.
- Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled according to the school discipline code.
- The use of a web page for political lobbying activities is prohibited. Engaging in non-school related fund-raising is also prohibited.
- No student Email address, whether a personal or district account, may be listed on any web page. Official district email addresses of staff may be published on the website.
- Web pages shall not contain personal student information other than first names unless prior permission has been granted. The building principal is to be contacted as the consultant in special circumstances where awards or events warrant publicity of this nature.
- Web pages may contain pictures of students and staff involved in school-related activities only. Students identifiable as receiving Special Education services must have parent or guardian permission regardless of whether they are identified by name.
- Non-school related student work shall not be published.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS Code KEC-R&P

Any parent of a District student, employee, or other resident may challenge an instructional resource used in the District's educational program on the basis of appropriateness. The District encourages parties to a challenge to explore the informal reconsideration outlined below.

INFORMAL RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
3. If the questioner wishes to make a formal challenge, the principal shall hand deliver or mail a copy of SRSD Policy KEC and a Request for Reconsideration of Instructional Materials form to the concerned party.

FORMAL RECONSIDERATION

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the concerned party and filed with the principal or designee. Upon receipt of the request, the administration shall follow SRSD Policy KEC and shall be reviewed according to the criteria specified in SRSD policies IJ and IJL.

APPEAL As stated in SRSD Policy KEC, any concerned party may appeal the decision of the reconsideration committee to the Board by filing a written request with the Superintendent within seven days of the reconsideration committee's decision. The request for a Board hearing shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

The Superintendent shall review these records and submit them to the Board for its consideration along with any administrative recommendation. The Board shall hear the complaint and shall communicate its decision at any time up to and including the next regularly scheduled Board meeting.

**SHAKER REGIONAL SCHOOL DISTRICT
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

REQUEST INITIATED BY:

Name: _____

Address: _____

Telephone: _____

CHALLENGED WORK:

Title: _____

Author: _____

Copyright Date: _____

Publisher/Producer: _____

1. To what particular contents do you object? Please be specific, citing pages if possible.

2. How did you become aware of this material? _____

3. Have you been able to discuss this work with the teacher or librarian who ordered it or used it? _____ Yes _____ No

**SHAKER REGIONAL SCHOOL DISTRICT
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

4. What do you feel might be the result of a student reading (viewing) this work?

5. What do you understand to be the general purpose for using this work?

6. For what age group would you recommend this work?

7. Did you read (view) the entire work? _____ If not, what pages or sections? _____

8. Are you aware of the judgment of this work by critics? _____

9. Have you been able to learn what is the students' response to this work?

_____ Yes _____ No If yes, what response did the students make?

10. What would you like your school to do about this work?

_____ Do not assign it to my child
_____ Withdraw it from all students
_____ Return it to the selection committee for reevaluation

**SHAKER REGIONAL SCHOOL DISTRICT
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

_____ Other - Please explain: _____

11. What work of equal value, on the same subject matter, would you recommend to replace the one you question?

Signature: _____

Date: _____

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COMMUNITY USE OF SCHOOL BUILDINGS AND GROUNDS

CODE KF-R&P 1

School buildings and grounds are designed primarily for school purposes and school-related activities, but they may also be used for meetings of students, employees, school-affiliated organizations (i.e., PTO and Booster Clubs), community groups, other organizations and commercial groups. Board approval is required for use of buildings and grounds by commercial groups.

A. General Guidelines:

1. The use of school buildings and grounds will be under the general supervision of the Director of Buildings and Grounds and the Superintendent of Schools.
2. Arrangements for the use of school buildings and grounds by groups will be conducted by school administrators. The building administrator shall be responsible for maintaining proper relationships with those organizations and to conduct all of the business arrangements. The building administrator or designee must be on duty at all times when a school building is being used by outside organizations.
3. Any organization using school property shall, in writing, indemnify and save harmless the School Board, the individual members thereof and any officials or employees, of and from any loss, damage, liability, or expense that may arise during, or be caused in any way, by such use or occupancy of school property. In the event property loss is incurred, the outside organization shall be billed for the damages. A Certificate of Insurance naming the Shaker Regional School District as an additional insured shall be provided prior to use of buildings and grounds. Such agreement shall be signed by an officer of the organization and provided to the District prior to use of the buildings and grounds.
4. When one of the following conditions exist, the building administrator shall confer with the Superintendent of Schools before making a decision regarding the use of the facility:
 - a. The using organization's purpose and objectives are not clearly identified, or
 - b. The program or its participants may cause unusual public concern or disturbance, or
 - c. There is questionable use in terms of the guidelines within this regulation.
5. Continual use of a school facility by any organization is contingent upon the organization taking proper steps to protect school property, to ensure complete safety, and to reimburse the School Board for expenses. If the facility is being misused by any organization, it is the duty of the principal to point out the problem to the organization so that misuses will be stopped. Continued misuse could lead to a denial of further use of school buildings and grounds.
6. When an organization requests the use of school buildings and grounds, they may be required to submit additional information on the purpose and objectives of the organization and on the purpose of the requested use of buildings and grounds.

B. Types of Groups Authorized to Use School Buildings and Grounds

1. Type A
 - a. School Board sponsored meetings and activities including school sponsored activities.
 - b. Branch or local meetings of approved local, state, national, and international professional education associations.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

- c. Activities sponsored by the Belmont and Canterbury Recreation Departments. These Recreation Departments shall provide, at their expense, adequate supervisory and custodial personnel for any after hour use of school buildings.
- d. School Board classified employee associations.
- e. School PTO groups and related parent groups.
- f. 4-H Clubs, Boys Scouts, and Girls Scouts.
- g. Classes for credit supported by or requested by officials of the Shaker Regional School District.
- h. Election polling places.

Type A organizations will have free use of the buildings and grounds, except for activities which are associated with fund raising. In the case of fund raising, only additional supervisory and/or custodial operations will be charged.

- 2. Type B
 - a. Charitable and civic organizations.
 - b. Community service organizations.
 - c. Organizations which sponsor activities which in the judgment of the Superintendent of Schools will play a significant role in community development and/or are of educational benefit to the community.
 - d. Other governmental units for the purpose of conducting business meetings.

Type B organizations will normally not be charged for the use of school buildings and grounds unless additional supervisory and/or custodial personnel are required or unusual circumstances require that the schools be reimbursed for special services. When meetings are held outside of the normal operating hours of the school, charges will be made for custodial and other personnel required for the meeting. In the case of fund raising by Type B organizations, the standard rental fee will be above the normal service.

- 3. Type C
 - a. Outside organizations which sponsor recreational and entertainment programs such as films, dramas, shows, etc., where admission is charged or where the main purpose is fund raising.
 - b. Any organization which does not qualify for Type A or Type B.
 - c. Athletic Camps, and/or organizations unless sponsored by the Shaker Regional School District.

Type C organizations will be charged the rental fees and other user fees according to the schedule. Custodial fees will not be charged if the program takes place during operational hours and there is no increase in the normal workload.

C. Limitations of Use

- 1. Board policy mandates that groups using school buildings and grounds will be consistent with the school's mission, and shall conduct activities that are orderly and lawful, not of a nature to incite others to disorder, and not restrictive by reason of race, creed, or color.
- 2. The use of alcoholic beverages in school buildings or on school grounds is prohibited.
- 3. Gambling (bingo, raffles, lotteries) is prohibited in school buildings and grounds unless a license is secured.
- 4. Smoking is not permitted in any school facility or on school property.
- 5. School buildings and grounds shall be used for dances only by public school groups.
- 6. School buildings shall not be used for parties and celebrations that are essentially private.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

7. There shall be no temporary or permanent signs, banners, pennants or the like placed in or on school buildings or on school grounds by any group except those associated with activities sponsored by the school or school PTO. Groups using the schools may place temporary identification signs on school grounds only during the actual hours school is used. At the conclusion of the use of the school, the group must remove the signs.
8. The use of the building by an outside organization should in no way restrict or limit the normal instructional program carried on during regular school hours. Further, the use of any school equipment is specifically prohibited unless prior approval had been received from the building administrator. If the school rents or furnishes any equipment technically difficult to operate, someone who is connected with the school and who has knowledge of such equipment must operate it. Salary for such services will be charged to the user group. School pianos shall not be moved without permission of the school administrator.
9. The hours of use by outside organizations shall be normally restricted to the period from one hour after the school day ends to 10:00 p.m. on weekdays and on Saturdays and Sundays from noon to 10:00 p.m. In some instances there may be deviations from these hours permitted by the building administrators if such deviations will in no way limit or restrict the school instructional program. Buildings must be evacuated promptly at specified times.
10. All use of schools by outside groups shall be automatically canceled when schools must be closed due to inclement weather or other conditions. Payments made will be returned under these circumstances.
11. An applicant group may cancel its permit without penalty if notice is given to the building administrator a minimum of 24 hours in advance
12. No enterprise, function, or activity which promotes any commercial product or results in private profit or commercial gain for any business enterprise can be conducted on school property.
13. It may be necessary for organizations to employ security personnel for certain types of programs. School administrators will determine the need for security personnel.
14. The use of kitchens and kitchen equipment shall be limited to school and school connected or related functions. These facilities are not available for rental to non-school organizations; arrangements for the use of kitchens may be made through the school principal and the food services director. Only District cafeteria employees shall be allowed to use cafeteria equipment.
15. Flammable materials cannot be used in places of assembly.
16. In no case can a permit be transferred from one group to another.
17. All use of school buildings and grounds shall comply with all state and local fire, health, safety, and police regulations.

D. Fee Structure

1. General Provisions

- a. All Type C organizations may be charged rental and fees if they use a facility on a holiday, Sunday, or a Saturday in schools which are normally closed.
- b. An organization will be charged at the rate of \$25 per hour for each assigned maintenance employee.
- c. An organization will be charged at the rate of \$25 per hour for assigned cafeteria managers. Kitchens cannot be used to compete with private business.
- d. An organization will be charged an appropriate fee for other personnel required for security, supervisory assistance and special services.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

2. Rental Fees/Hourly Charges for Buildings and Grounds
 - a. Per Hour Charge Per Facility
 - Auditorium & Gymnasium: \$100.00 per hour
 - Classrooms: \$25.00 per hour
 - Classrooms with Equipment: \$50.00 per hour
 - b. Fees for the rental of grounds: \$25.00 per hour.
 - c. Any cost incurred for materials will be charged to Type A-C organizations.
 - d. Applications and rental fees for district-wide buildings and grounds will be handled by the Superintendent of Schools or his/her designee.
- E. Application and Financial Procedures
 1. Applications
 - a. Any organization wishing to use school property shall complete a Shaker Regional School District Use of Facilities Form.
 - b. Organizations holding regular meetings throughout the year need file only one application at the beginning of the year. However, special events sponsored by such organizations must be covered by separate applications whenever they occur.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

COMMUNITY USE OF BUILDINGS AND GROUNDS ON SUNDAYS

CODE KF-R&P 2

To the extent possible, the Shaker Regional School District discourages the scheduling of activities and programs for its students on Sundays. It is understood that there may be times when exceptions will need to be made. The following procedure should be followed when seeking an exception.

1. Any request to schedule an activity (including athletics and/or clubs) must be submitted in writing, using the attached form, to the building administration.
2. The administration will make a recommendation to the Superintendent of Schools and the Superintendent will determine final authorization.
3. Requests must be made in advance and must clearly establish the unusual circumstances that make it necessary to schedule the activity on a Sunday.
4. No activity may begin before noon.
5. Sunday activities shall not be mandatory for district students.
6. Missing a Sunday activity shall not affect a student's standing on the team or club.

**SHAKER REGIONAL SCHOOL DISTRICT
ADMINISTRATIVE RULES AND PROCEDURES**

REQUEST TO SCHEDULE SCHOOL ACTIVITY/PROGRAM ON SUNDAY

EVENT: _____

DATE: _____

REASONS: _____

INDIVIDUAL MAKING REQUEST: _____

Recommendation of Building Administration

_____ **Support Recommendation** _____ **Do Not Support Recommendation**

Building Administrator

Comments:

Decision of Superintendent of Schools:

_____ **Request Approved** _____ **Request Denied**

Superintendent of Schools

Comments:

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

SOLICITATIONS IN THE SCHOOLS BY THE PUBLIC

CODE KH-R&P

School facilities shall not be used to advertise, promote, sell tickets, or collect funds for any non-school-related purpose without prior approval of the Superintendent or designee.

GUIDELINES

The District has established guidelines for advertisements that are narrowly tailored to meet the District's legitimate concerns regarding safety, providing instruction, providing education, maintaining discipline, and/or achieving curricular objectives and/or state-mandated learning requirements.

The following guidelines shall be followed when considering the approval of advertisements:

PROHIBITIONS

An advertisement for display in or on school property, including school buses, shall not be approved if the advertisement:

1. Inhibits the functioning of the District, including but not limited to, any school, school bus, other motor vehicle, or equipment.
2. Compromises, or endangers, or endorses actions that endanger the health or safety of students, employees or the public.
3. Endorses, or attempts to influence a political party, candidate, or election.
4. Solicits the sale of, or encourage the use of alcohol, tobacco, drugs, drug paraphernalia, weapons, or pornographic or illegal materials.
5. Contains obscene, vulgar, or otherwise inappropriate material for the age and maturity of the audience.
6. Encourages discrimination based on an individual's race, religion, national origin, sex, sexual orientation, disability, or age.
7. Advocates violation of school rules.
8. Advocates imminent lawless or disruptive action and is likely to incite or produce such action.
9. Includes hate language that scurrilously attacks ethnic, religious, or racial groups.
10. There is reasonable cause to believe that the advertisement would result in material and substantial disruption and/or interference with any school-related activity.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

Prior to the placement of any advertisement in or on school property, including school buses, an agreement shall be executed that states precisely where and for what period of time the advertising may be placed and the period of time it may be displayed. The Superintendent or designee shall approve the final written form of the advertisement including the content, format, placement, and size of the advertisement. No advertising shall be allowed outside the designated areas specified in the agreement.

The District shall establish the advertising rate, which shall be agreed to in writing prior to placement of the advertisement.

DISTRICT PUBLICATIONS

The principal shall be responsible for managing advertising in campus and department publications, including programs and calendars, and shall establish procedures, consistent with this policy, for approving such advertisements.

The faculty advisor or designated staff member shall be responsible for reviewing all advertising for appropriateness and compliance with District policy.

SHAKER REGIONAL SCHOOL DISTRICT ADMINISTRATIVE RULES AND PROCEDURES

VISITORS TO THE SCHOOLS

CODE KI-R&P

Parents and community members are encouraged to visit the schools at any time. In order to assure that no unauthorized persons enter the schools with wrongful intent, and since the school principal is responsible for the school's supervision and administration, all visitors are asked to proceed first to the school office. After informing office personnel about the purpose and location of the visit, the visitor may receive authorization to visit elsewhere in the building. Visitors must wear a "Visitor's Badge," provided by office personnel, at all times while in the school building or on school grounds.

Visits to individual classrooms during instructional time shall be permitted only with the approval of a building administrator, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

The Shaker Regional School District discourages visitations from students who do not attend our schools. An extra student in the classroom increases the liability for supervision and may unnecessarily detract our faculty from its primary purpose of providing an exceptional education for our students.

Conferences with teachers/staff must be arranged in advance to assure that sufficient time is available and appropriate staff members are in attendance. It is important not to disrupt the regular flow of the school day, or the work of students in our learning environments. If a meeting becomes unproductive and cannot be completed to satisfaction, the participant with the complaint should submit the complaint in writing to the building administrator. The administrator will then provide copies of the complaint to all involved personnel.

A meeting with the complainant, administrator, and involved personnel will be arranged after a short waiting period. If, the complaint remains unresolved, the administrator in attendance will confer with the Superintendent and notify, in writing, the complainant and involved personnel of their decision.