

August, 2021

Parent/ Learners Handbook 2021-22

To the Parents/Guardians and Learners of Gilford Elementary School:

Welcome to Gilford Elementary School! Our school handbook is designed to serve as a guide to Gilford Elementary School.

Within the document we have compiled helpful information about the staff, structures, services, policies and procedures used within our school community.

It is important for all members of our Gilford Elementary community to know our school expectations. Therefore, we ask that you review and discuss the information in this handbook with your child.

Please contact us with any questions and ***sign and return the form on page 48*** indicating that you and your child understand the content.

Sincerely,

Danielle Bolduc

Danielle Bolduc, Principal

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GILFORD SCHOOL DISTRICT

School Board

Gretchen Gandini; Karen Thurston; Jeanin Onos; Kyle Sanborn; Audra Kelly

Mission

The Mission Statement of the Gilford School District is to provide innovative education, creating pathways to success for all learners.

Vision

The Gilford School District (GSD) aspires to prepare each learner to thrive as an adaptable citizen by providing a rigorous education, while supporting the whole child. GSD expects our learners to be self-directed and engaged. We succeed when we each:

- demonstrate critical and creative thinking,
- persevere through challenges and solve problems;
- communicate and collaborate as a learner and community member.

The Core Values and Beliefs of the Gilford School District

- We believe all people can learn and that individuals need to be offered diverse learning opportunities that are rigorous, personalized, authentic, and relevant to their future; learning takes place in a variety of settings.
- We believe that the teaching and learning environment in the Gilford School District must be physical and emotionally safe where risk-taking and failures are supported and successes celebrated while providing multiple pathways to future goals. We know challenges provide opportunities for self-reflection, perseverance, and growth.
- We believe that partnerships in an engaged community are critical in supporting teaching and learning. We value the relationship between the communities of Gilford and Gilmanton.
- We believe our educators are essential in helping learners develop the intellect and strength of character necessary to live in an ever-changing world. We believe collaboration, respect, perseverance, personal growth, creativity, and excellence are central to achieving our mission.

Gilford School District

2021-2022 School Calendar

Approved 3/1/2021

August/September						February					
	M	T	W	T	F		M	T	W	T	F
			(1)	(2)	X			1	2	3	4
18 Days	X	7	8	9	10	19 Days	7	8	9	10	11
	13	14	15	16	17		14	15	16	17	18
	20	21	22	23	24		21	22	23	24	25
	27	28	29	30			X				
October						March					
	M	T	W	T	F		M	T	W	T	F
					1			X	X	X	X
20 Days ES/MS	4	5	6	7	8	19 Days	7	8	9	10	11
19 Days HS	X	12	13	14	15		14	15	16	17	18
	18	19	20	21	22		21	22	23	24	25
	25	26	27	28	29		28	29	30	31	
November						April					
	M	T	W	T	F		M	T	W	T	F
	1	2	3	4	<5>						1
17 Days ES/MS	8	9	10	X	12	16 Days	4	5	6	7	8
18 Days HS	15	16	17	18	19		11	12	13	14	15
	22	23	X	X	X		18	19	20	21	22
	29	30					X	X	X	X	X
December						May					
	M	T	W	T	F		M	T	W	T	F
			1	2	3						6
17 Days	6	7	8	9	10	21 Days	2	3	4	5	13
	13	14	15	16	17		9	10	11	12	20
	20	21	22	23	X		16	17	18	19	27
	X	X	X	X	X		23	24	25	26	
							X	31			
January						June					
	M	T	W	T	F		M	T	W	T	F
			5	6	7				1	2	3
19 Days	3	4	12	13	14	14 Days					
	10	11	19	20	(21)		6	7	8	9	10
	X	18	26	27	28		13	14	15	16	17
	24	25					20	(21)	22	23	24
	31						27	28	29	30	
September 7	Students Start School					January 17	Martin Luther King Jr. Civil Rights Day				
October 8	No School for HS – Parent Teacher Conference					January 21	Teacher Workshop Day				
October 11	Columbus Day					February 28-March 4	Winter Break				
November 5	No School ES/MS – Parent Teacher Conferences					April 25 - 29	Spring Break				
November 11	Veterans Day					May 30	Memorial Day				
November 24-26	Thanksgiving Break					June 20	Last Day of School for Students – ½ day				
Dec. 24-31	Holiday Break					June 21	Teacher Workshop (immediately following last day of school)				

() = Teacher Workshops/No School for Students

X = Days Out for Students and Staff

□ = Early Release all Three Schools

△ = High School Conference Day

< > = Elementary & Middle School Conference Day

Note: Additional school days needed due to inclement weather will be completed in June.

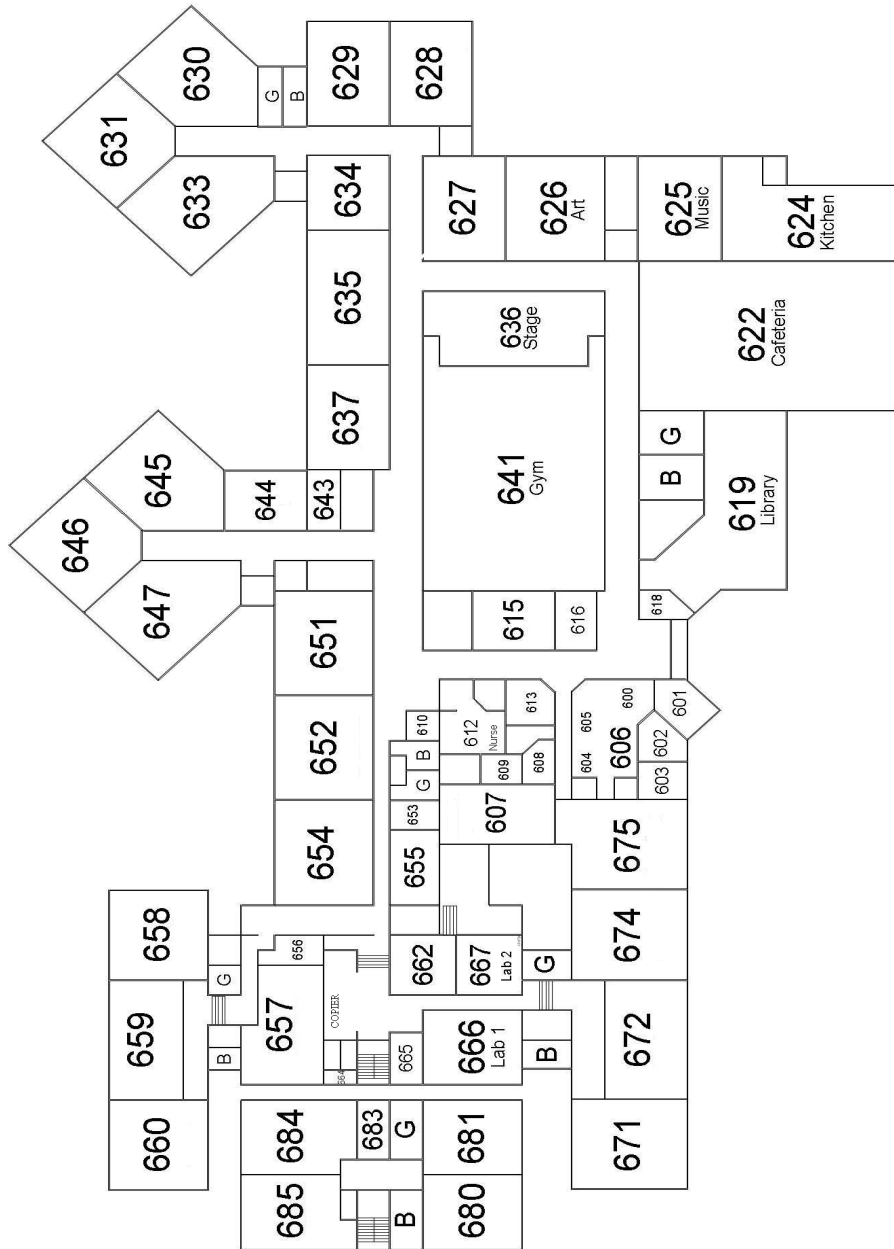
Gilford Elementary School Faculty and Staff

Principal, Danielle Bolduc

Office: Dina Albert Alex Dymont	School Resource Officer: Alyssa Raxter	School Nurse: Jennifer Johansson, RN
Kindergarten: Melissa Caldon Mary Beth Godbout Gretchen Haddock Jennifer Nash-Boucher Michelle Stow*	Guidance: Ryan Cameron Liz Fiore	Food Service: Lori Dahl Lynn Rowson
Grade One: Jennifer Anderson Cindi Jenkins Gayle Sullivan Rebecca Bedard*	Library: Alicia Parks	Custodians: Glenn DeHart Joe Merriam Dustin Drew
Grade Two: Kendra Devivo Kerri Dunleavy Kristi Katz Patti Madore*	Title I: Chris Wallin* Traci Moncada Blythe Poll Rebecca Watson	Buildings & Grounds: Pearl Barnard Greg Haines Ken Mulleavey Mike Robbs
Grade Three: Kate Horne Ellen Peters Danielle Gallagher* Carol Young-Podmore	World Language: Brendan Aucoin	Technology: Katie Bryant* Brenda McGee Jay Moody
Grade Four: Christine Davol Melanie Franks Elizabeth Macaione* Rebecca Shibley	Art: Kalya Tompkins	Assistant Teachers: Jessika Howard Kelly Shumway Heather Javalgi Laurie Bondaz
Resource Personnel: Delaney Andrews Linda Bickford Alicia Carsen Michelle Currier Marla Garod Janelle Labarre Colleen Leach Joy Lyndon, RN Sue Pearson Jennifer Watson	Music: Hannah O'Brien	Special Education: Kaylan Boucher Julie Nelson Maurice Reese Meghan Rothermel Speech: Janet Bassett Kristen Nazer

*Denotes Team Facilitator

BUILDING MAP



Gilford Elementary School

GILFORD ELEMENTARY SCHOOL

2021-2022 DAILY SCHEDULE

8:10 AM	Teachers' day begins
8:30 AM	Learners go to classrooms
8:40 AM	School begins
8:40-8:55 AM	Attendance and Lunch counts taken
9:40 – 10:30 AM	Snack breaks are scheduled at varying times
11:00-1:30 PM	Lunch and recess scheduled by grade level
2:50 PM	Pick up and walkers dismissed
3:05 PM	Bus Dismissal
3:25 PM	Teachers' day ends

LEARNERS ARRIVING AFTER 8:40 ARE MARKED TARDY

Learners are not permitted to arrive at school before 8:10 without prior approval of the school principal or being transported by bus.

DRESS CODE

Parents are expected to see that children are clean, neat, and appropriately dressed for school. Children participating in Physical Education need to wear sneakers, and girls are encouraged to avoid wearing dresses or skirts. During "boot season," children need to bring shoes to wear in school. Shoes must be worn at all times in the school building.

Learners will not be allowed to wear:

- hats
- bandanas
- sunglasses
- other assorted headgear in school

Clothing that is inappropriate or distracting is unacceptable. This includes, but may not be limited to:

- transparent and/or see-through clothing
- tube tops
- halter tops
- spaghetti-strap tops
- shirts with bare backs

- shirts with bare midriff
- low-riding pants
- underwear as outerwear
- dangerous jewelry
- articles of clothing that:
 - promote the use of tobacco
 - alcohol and other drugs
 - contain inappropriate language or innuendo
 - depicts inappropriate graphics
 - or apparel which is otherwise disruptive to the learning environment

Learners may be asked to change their clothes or be provided with alternative clothing if the GES staff deems it necessary. Parents of chronic offenders will be required to have a conference with the administration.

Recess Clothing

Learners should arrive at school every day with clothing appropriate for existing weather conditions. Learners are encouraged to wear comfortable footwear (shoes or sneakers) when accessing the Imagination Station. Open toed shoes or loose flip-flops/sandals will not be allowed on the equipment for safety reasons. *It is the responsibility of parents and learners to make choices about the clothing to be worn, and learners will have to endure the "natural" consequences of their choices.* In exceptional circumstances learners will be allowed to go to the school nurse for clothing.

RECESS

Recess provides children with a healthy and socially beneficial break from academics.

Excuses From

All children participate in outdoor recess, weather permitting, unless excused for one of the following reasons:

- 1) A learner is invited to stay in by a teacher for an appropriate academic or social reason.
- 2) A learner has brought a doctor's note requesting to be excused from recess.

Equipment

The school will provide equipment for use at recess. Learners are NOT to bring athletic equipment or personal items from home for use at recess.

Toys

Toys should not be brought from home unless for a special school-related activity. This includes all trading cards and individualized computer games or sound equipment.

SNACKS

The Fresh Fruit and Vegetable Program provides free fresh fruit and vegetables to all learners during the school day. The goal of the program is to improve children's overall diet and create healthier eating habits. Each child is encouraged to participate in this program.

BREAKFAST PROGRAM

Breakfast is offered each morning. The cost is posted on our website. Learners approved for free lunch are eligible for free breakfast. Learners approved for reduced lunch may purchase breakfast for a reduced rate, also posted on our website.

SCHOOL LUNCH

School lunch is offered daily. The cost is posted on our website. Milk is included in the price of a school lunch or may be purchased by learners bringing lunch from home. Each day, learners may choose to substitute low-fat yogurt in place of the main entree; all other items will be included. Learners should not bring either food or drinks in glass containers.

Parents are encouraged to make weekly or monthly payments to their learners' account. Learners are not charged for lunch or milk until they actually receive it. Account balances may be checked online. Payment for meals is expected in advance. Guidelines will be sent home for free and reduced lunch applications. *All applications are confidential and will be handled by the Food Service Director.*

FOOD SERVICE CHARGING POLICY

Charging policy at Gilford Elementary School and Gilford Middle School:

Low balance statements will be sent home via email or with Learners on a weekly basis. Parents are encouraged to monitor their child's lunch account by going to <https://www.myschoolbucks.com>. They may also call the Food Service Director (524-7146 x 442) or the Kitchen Manager of each school. Learners may also check his/her balance as they go through the serving line during lunch.

When a learners' account reaches the point of owing the amount equal to two full price lunches, an email will be sent home informing the parent that their child is approaching the charge limit of three full price lunches. If there is not a valid email address on file, the Food Service Director will contact the family by telephone. When a learners' account reaches a negative balance equal to the value of three full price lunches, the learners will receive alternate breakfast and lunch meals of the district's choosing that meet USDA nutritional guidelines. The learners will be charged the same price for this alternate meal as the established meal price.

When a learners' account reaches a negative balance of \$20.00, a letter will be generated and sent from the building Principal. If any individual learner lunch account should reach a negative balance of \$50.00, the District reserves the right to pursue legal action up to and including filing in small claims court. *(In accordance with policy JLJA)*

ENROLLMENT PROCEDURES

To register your child for school, a copy of the child's **birth certificate, immunization record and proof of residency** must be provided. The following forms also need to be completed online:

Student Information Sheet
Family Emergency Form
Release of Records
Home Language Survey
Student Services Questionnaire

Following registration, an interview will be arranged with the Guidance Counselor. Learners may begin attending class 48-hours following the interview, providing all requirements have been met.

PROOF OF RESIDENCY

Gilford Elementary School Learners must be residents of the town of Gilford. Proof of Residency must be obtained at Gilford Town Hall. Any non-resident learners wishing to attend GES must make a formal request to the Gilford School Board through the Superintendent of Schools. Learners who change their residency during the school year must notify school officials immediately.

TRANSFER OUT OF THE GILFORD SCHOOL DISTRICT

When you are moving out of the Gilford School District, please contact the school office. A transfer report will be prepared by your child's teacher for the new school. All other records will be transferred by the office.

LEARNERS ASSIGNMENTS TO CLASSROOMS

Our teachers thoughtfully collaborate with many different members of our school staff to create well-balanced, productive and positive learning environments for all of the children. All of our teachers are deeply committed to children and will help create a positive, caring classroom for your young learner. Requesting a specific teacher for your child is discouraged. If a parent believes he/she has information about his/her child that would be helpful to school staff in making this assignment, the parent may present this information in writing to the Principal prior to April 15th. The Principal will take this information under advisement.

CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES

The Gilford School Board recognizes the value of providing information to non-custodial parents regarding school progress and activities pertaining to their child. This district also recognizes that

many divorced parents continue to share care-giving and custody and that each parent, under legal and practical circumstances, ought to have equal access to information regarding their child's school progress and activities.

Upon written request to their child's school principal, the school will provide to that parent copies of school report cards, test scores and information related to that child's specialized educational programming, e.g., IEP

These mailings will continue for the remainder of the school year in which the request is made provided that the non-custodial parent provides the district with adequate supply of self-addressed stamped envelopes. Non-custodial parents and parents with shared custody not normally receiving materials from the school may annually request this service.

In matters concerning notice correspondence, newsletters, trip notices, etc., the sharing of information between both parents is encouraged and is the responsibility of both parents.

In some cases, parents are not, by court order, entitled to access to school information regarding their child. Challenges to a parent's access to information should be referred to the superintendent. All information will be withheld pending resolution of the superintendent's investigation. Those launching challenges are advised to provide documentation regarding court orders prohibiting access to information to the school office. Principals will advise anyone challenging a parent's right to information that it is only by court action that this right can be denied.

ATTENDANCE

Regular daily attendance and punctuality are essential for the continuous progress of your child in school. A child is expected to attend school regularly unless he/she is ill or there is a family emergency.

ABSENCES FROM SCHOOL

It is the parent's responsibility to contact the school at **524-1661 before 9:00 AM** if your child is going to be **tardy or absent**. An answering machine is available for leaving messages prior to 7:00 AM. Please give the date, child's name, child's teacher and/or grade and the reason for the absence. In the event the school is not informed, the office will attempt to contact the parent.

Absences-Excused, Authorized, and Unexcused

1. **Excused Absence** "When a learner is absent from school and a judgment must be made by the administration regarding the legitimacy of the absence, an absence can be considered 'excused' only if it is because of:
 - a. Illness (the administration reserves the right to request a doctor's note for any absence);
 - b. Death in family;
 - c. Religious holiday;
 - d. Emergencies (at the discretion of the administration).

This is not a complete list of acceptable reasons. Each principal will establish a procedure for monitoring learners' absence.

2. **Authorized Absence** "...When a learners is considered in attendance but cannot attend a particular class due to other in-school commitments." Examples of authorized commitments include school approved field trips, testing, meetings, and guidance appointments or otherwise determined by the principal.*
3. **Unexcused Absence** "...When a learner is absent from school and the reason for the absence is not legitimate. Parents/guardians who approve the truancy of their children for reasons other than those listed as acceptable create difficulty and conflict for the learners, the school, and other learners and parents who comply with the state laws and with Gilford School District policies on attendance. Unexcused absences may include babysitting, job hunting, and general parental permission for absences other than the four areas of excused absences stated above. In the case of an unexcused absence no make-up will be offered. Exceptions may include major tests, projects and reports which will be determined by the individual school principal."*
4. **Monitoring of Absences**

Absenteeism is monitored by the office. After eight (8) absences a letter of concern will be sent home. Upon the sixteenth (16) absence, the learners and parents may be required to meet with the Administration. Continued absences could result in a referral to the Superintendent of Schools. Learners absent from school without the prior knowledge and consent of parents will be considered truant from school. This will result in immediate notification of the parents and the School Resource Officer.

*NOTE: If "unexcused", learners may ***not*** participate in afterschool activities.

Make-Up Assignments

Whenever a learner has been absent from school with an excused or authorized absence, it is the responsibility of the learners and/or parent to check with the teacher(s) regarding work that has been missed. In general, the learners will be given the same length of time as the absence to turn in completed make-up assignments.

Absences Due To Parental Vacation

We urge families to plan vacations around the published school calendar. However, the school district recognizes that sometimes parents cannot schedule their vacation time during summer months or during the school's vacation periods. The following procedure will be followed:

- a. Parents and learners will submit to the principal a written request for a vacation. The office will notify the classroom teacher and arrangements for work completion will be handled between the teacher and parent.
- b. **Learners will be allowed up to seven (7) consecutive school days for the purpose of family vacation only once in a given school year.**

- c. The principal will make recommendations to the Superintendent of Schools for the requests of more than seven (7) consecutive days.
- d. Appeals to decisions made by the principal and/or superintendent may be made in writing to the Gilford School Board.

TARDINESS

Prompt arrival in class is important. *Learners arriving at school after 8:40 a.m. will be marked tardy.* Upon arrival at school, tardy learners must report to the office for a late pass prior to going to their classrooms.

If a learner has been tardy five (5) times within a quarter, parents will be notified. Continued tardiness following parental notification may result in further action.

EARLY ARRIVAL TO SCHOOL

Learners are not permitted to arrive at school before 8:10AM without prior approval of the school principal. There will be adult supervision starting at 8:10AM.

INJURY / ILLNESS AT SCHOOL

If a pupil is injured or ill at school, his/her condition will be evaluated by the School Nurse who will then contact the parents. Please provide a name and telephone number to call in case you are not home. **A child sent home with a fever should be kept at home for at least 24 hours after his/her temperature is normal without the aid of medication.**

PHYSICAL EDUCATION CLASSES

Excuses From

1. Excuses for Medical Reasons - Physician's Note

Learners with long-term medical conditions requiring excuse from participation in Physical Education classes must submit a physician's note at the beginning of the school year or at the time the medical condition is diagnosed. Additional information may be requested from the physician in order to respond to the learners' needs in an appropriate manner.

2. Parental Request

For short-term medical conditions, learners may be excused from Physical Education classes with a note from a parent, subject to approval by the school nurse

Appropriate Footwear

For safety reasons, all learners must have the proper footwear to participate in Physical Education class. It will be the learners responsibility to bring sneakers on their PE day. No exceptions can be made.

DELAYED OPENINGS/CANCELLATIONS/EARLY DISMISSALS

Whenever it is necessary to call a delayed opening, cancellation, or early dismissal, an announcement will be made over local radio stations and the parent email system. (WLNH 1350 AM/98.3 FM and WEMJ 1490 AM, WHNI, WFTN, WJYY, WNNH, WEVO, WLKZ) and Channel 9.

Breakfast will not be served on delayed opening days.

Should a weather related late-entry occur on the day of an early-release in-service, the school will keep the learners in school for the remainder of the day and cancel the in-service program.

Generally, in the case of a delayed opening, school will begin 2 hours after the scheduled time; in the case of an early dismissal, school will close at 1:00 P.M. NOTE: Your child should know what to do and/or where to go at any time during the year when an early dismissal or the cancellation of an after-school activity should occur. Please be certain to keep the school informed of any changes in home, work, or emergency phone numbers.

DISMISSAL TIME /PROCEDURE

All learners will be dismissed at 2:50 PM (1:00 PM on early release days).

Notification for change in dismissal

It is expected parents will notify the school by sending a note to the teacher whenever their child is going to have a change in the typical dismissal process. Parents should call the office regarding a change in dismissal if a note is forgotten or plans change. **Calls must be received prior to 2:30 to ensure the learners will receive the information.** If a learner is confused about how he/she will be getting home and has no note, every effort will be made to contact a parent for clarification. If a parent cannot be reached, the child will be sent home on the bus as usual. If someone other than a parent/guardian is to pick up your child, please notify the school. We will not allow the child to leave with anyone other than a parent/guardian without prior approval from the parent.

LEARNERS DROP-OFF & PICK-UP

For the safety of learners, the **paved sidewalk area** at the front of the building has been designated as the drop-off/pick-up area. Parents wishing to drop-off/pick-up their children are asked to move along through the traffic loop and allow their child(ren) to enter or exit their vehicle at the furthest spot on the paved sidewalk area only. **Please do not leave vehicles unattended in this loop. Staff will be available to help your child enter/exit from your vehicle.**

For parents wishing to park their vehicle in order to accompany their child, spaces have been provided within the traffic loop. There is also parking available in the lot adjacent to this loop. Please do not block other vehicles or interfere with the flow of traffic. **PARENTS PARKING IN**

THESE AREAS MUST ACCOMPANY THEIR CHILD TO/FROM THE PAVED SIDEWALK AREA. The adjacent lot is NOT to be used as a drop off loop.

BICYCLES

Children are allowed to ride bicycles to school if the following rules are observed:

1. Bicycles should be walked on school property.
2. All bicycles shall be parked in the racks provided.
3. Bike riders will be dismissed with bus learners.
4. Protective headgear must be worn.

NOTES

Because of the liability imposed upon the school for the safety of your child, notes shall be required for the following:

1. When a child is to be dismissed early.
2. When a child leaves at the end of the day in an other than the usual manner. (i.e. Being picked up or walking when he/she usually rides a bus; changing bus routes or stop; etc.)
3. When a child leaves school at the end of the day to participate in activities that would change the after school plan. A regularly scheduled, specific activity may be covered by one note for the year.
4. When a child is temporarily in the care of someone other than the parent/guardian.

SCHOOL VISITATIONS

We welcome and encourage parents to visit GES. If you wish to visit a specific classroom at a specific time, please call the school and make arrangements for your visitation.

A parent wishing to join his/her child for lunch may do so with prior approval of the child's teacher. If the parent wishes to purchase school lunch, s/he may do so by notifying the lunchroom staff prior to 10:00am, or the parent may bring his/her own lunch. Parents will not be allowed to bring a lunch to be shared with anyone other than their own child. Parents who are visiting school for any reason other than volunteering or attending a scheduled meeting must check in at the office. All doors to the school are locked.

SCHOOL PROGRAMS

Whenever a program/rehearsal is planned where an audience from outside of the learners body is welcomed, an invitation will be extended. The exception is the Friday afternoon "Showcase" at which all are welcome. Check the school's monthly calendar for dates of school events.

VISITING LEARNERS

Learners from other schools may visit for one (1) day. We require prior approval of the Principal and classroom teacher so that conflicts such as testing, etc. will be avoided. Visiting learners will not be permitted to ride the school bus.

ANIMALS IN SCHOOL

Children may bring a pet to school if they have prior approval of the Principal and the school nurse. Evidence must be brought to school to show that proper vaccination has occurred. Pets will not be kept at school. School insurance does not cover any injuries that may occur from the pet. The family would be responsible for any such occurrence. Parents are responsible for transporting pets.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT: CHILD FIND

As mandated under the Individuals with Disabilities Education Act, public schools must provide special education for all children between the ages of 3 and 21 who are educationally disabled. The law also requires school districts to identify such children from birth through two years of age. The law applies to all children, including those in non-public school, preschools, and hospital settings. If at any time you suspect a child might have an educationally disabling condition, you are encouraged to contact the child's school to discuss your concerns. School personnel will provide you with information on the procedures for determining if a child is educationally disabled and in need of special education services. For additional information, please contact Esther Kennedy, Director of Learners Services, at (603) 527-9215.

ACCIDENT INSURANCE – PUPIL

Insurance is available at minimal cost and all parents are encouraged to take advantage of this offer. This form can be located on the Gilford Elementary School website.

EMERGENCY PLANNING/EVACUATION

Emergency Planning Drills are practiced on a regular basis to ensure the safety of all staff and learners.

FIELD TRIPS

Whenever a field trip is planned, special notification will be sent to parents. If you do not wish your child to participate, please notify your child's teacher. If a field trip is canceled due to inclement weather, learners must still bring a bag lunch to school as the lunchroom staff will not have planned for these learners.

Frequently parents are asked to act as chaperones for field trips. Designated volunteers will be required to be fingerprinted, undergo a background investigation and a criminal records check before being approved for chaperoning. **Your Volunteer badge must be worn at all times**

during the field trip. Parents may not bring other siblings on the field trip. Parents may transport their own learners to and from the field trip destination. Each chaperone should expect to receive:

- 1) Expectations for supervision.
- 2) An itinerary.
- 3) A list of learners for whom s/he is responsible.

Chaperones for field trips are asked to park their cars in the staff parking area adjacent to the main entrance. Chaperones are reminded that Gilford Schools, in accordance with state law, are smoke-free environments.

LEARNING COMMONS

Learners have the opportunity of selecting books from the library(learning commons) on a weekly basis. The library staff encourages learners to select books appropriate to their interests and/or abilities. The number of books that a child may sign out of the library at any one time may be regulated. Books may be renewed for up to 2 additional weeks. An email will be sent home periodically to make families aware of overdue or lost books. If emailing is not an option a written notice will be sent home.

GUIDANCE

The Guidance Counselor is a support professional who works with learners, parents and school staff in order to promote academic achievement, social skills and emotional health in the elementary school child. The counselor works with children in small groups or individually, and meets with parents, school staff and outside agencies to help solve problems or develop strategies to enhance the child's elementary school experience.

The Guidance office also has books and materials to share with parents on common concerns such as: divorce, new baby in family, sleep issues, sibling rivalry, self-control, etc. Please call to talk to the counselor or to make an appointment to discuss any concerns you may have.

LOST AND FOUND

A Lost and Found is maintained at the entrance hallway of the school. Items will be kept until the end of the trimester at which time they will be donated to a local charity. Please ask your child to check immediately for any lost article. **We encourage parents to clearly mark all clothing, footwear, lunch boxes, etc. so that lost items may be returned.**

BANKING

Learners in Kindergarten through 4th grade have an opportunity to participate in a banking program sponsored by Bank of NH.

SCHOOL STORE

The school store is run by learners as an educational experience in economics. It is open at scheduled times throughout the school year. School items such as pencils, pens, notebooks, etc. are for sale.

EARLY ACT CLUB

Gilford Elementary School is excited to partner with the Gilford Rotary to establish the EarlyAct Rotary International youth program. This club's mission is to carry out service projects annually. EarlyAct builds leadership skills and helps children understand they can make a positive difference in their school, local, and international communities.

Learners from the third and fourth grade will make up the executive board to plan, organize, and communicate the club's efforts. The executive board will choose officers and meet regularly to discuss the club's work and progress towards their service projects. All learners from the school community will be invited to participate in the annual service projects.

CALENDAR / NEWSLETTERS

Monthly lunch menus are printed for the month. It is suggested this calendar/menu be posted in a conspicuous location for frequent reference. This information is also on the GES website as well as important school dates and events. Some teachers also publish a newsletter. The newsletter contains calendar updates, information about special happenings and relevant educational information.

VOLUNTEER PROGRAM

Volunteers are a tremendous help to teachers in the classroom, on trips and for special events. Anyone from the community is encouraged to volunteer. You are required to be fingerprinted and have a background check through the SAU office. Upon completion, you will receive your personal Volunteer Badge. Please do not bring siblings to school when volunteering during academic time or holiday parties. The Volunteer Steering Committee organizes the volunteer program and plans activities for the school. **Whenever volunteers are in the building they are expected to sign in and out and to wear their badge.** Volunteers may use a computer at the request of a teacher for doing work for classroom use. However, they should not use it for this purpose when class instruction is taking place. For more information, please contact the school office.

GILFORD DISTRICT PARENT – TEACHER ASSOCIATION

The Gilford District P.T.A. promotes programs and activities which encourage a positive connection between home, school, and community. Membership forms will be sent home at the beginning of the school year. Program information will be provided on a monthly basis.

BAND

The fourth grade learners have the choice and privilege of receiving free group lessons on basic band instruments. Instruction will be given on flute, oboe, clarinet, saxophone, trumpet, trombone, French horn, or percussion. Group lesson times are scheduled throughout the school day and at certain times before and after school. Each child will attend a 1/2 hour lesson once a week. Each learner is responsible for his/her own instrument and instruction book as well as for bringing these materials to each lesson and rehearsal. To ensure musical success, Learners are expected to practice at home at least 1/2 hour daily. As band learners master the basics on their instruments, they will be included in various performance opportunities throughout the school year.

CHORUS

Fourth graders may elect to participate in chorus. Learners will be invited to sign up for chorus in September. Chorus meets once each week.

TITLE I

Title I is a federally funded program which provides supplemental instructional services in the areas of reading and math to qualifying learners in grades K-4 at Gilford Elementary School. The goal of the Title I program is to bring all children to a high level of achievement. Instruction is coordinated with the child's classroom teacher.

ABC PROGRAM

Gilford Elementary School (GES) and Gilford High School (GHS) have created a unique new program: *ABC - Always Building Connections*. GHS learners in the National Honor Society (NHS) will connect with GES learners over the course of a semester by doing arts and crafts, playing games and enjoying the outdoors. GHS learners will spend three 1:1 blocks with GES learners at the end of the GES school day and everyone will participate in three whole group activities after school (3:15-4:15) during the semester. ABCs is supervised by both Jessica Wallace from GHS and Liz Fiore from GES.

SHOWCASE

The entire school assembles to celebrate learners' learning. Opening rituals, including the Pledge of Allegiance, a Pledge to the Earth, and singing of the school song are followed by learners sharing the results of their learning through a wide variety of visual, performing and literary arts presentations. The emphasis is on integrating the arts and promoting a sense of community within the school.

AFTER-SCHOOL ENRICHMENT PROGRAM

The After-School Enrichment Program provides interested learners with the opportunity to participate in special activities for an hour and a half after the close of school. Activities which have been offered include drawing, crafts, computer, drama, yoga, and foreign languages. Three four-week sessions are offered during the school year and a minimal fee is charged.

EXTENDED DAY PROGRAM

The Extended Day Program is designed to offer greater flexibility for parents when balancing work and childcare responsibilities. This is a child care program and is available at the Gilford Elementary School for learners in Kindergarten through Fourth grade. Program hours are from the close of school until 5:30 p.m. Contact Janet Geraci for more information 524-1661. If there is an early dismissal due to inclement weather, Extended Day will be cancelled.

GILFORD SUMMER DAY PROGRAM

This program provides summer fun and learning for youngsters aged 6 through 12 who live in Gilford, Laconia, and Gilmanton. NH certified teachers staff the program. Each week includes activities such as sports, art, computer, and a trip to an area attraction. There is a weekly fee for this program.

COMPETENCY BASED REPORT CARD

The Gilford Elementary School uses a Competency Based Report Card. This report card is designed to provide parents with information about their child's progress. On the report card, parents will learn how their child is performing on grade-level standards in areas of reading, writing, math, science and social studies. The report card will also provide information on the portrait of a learner, as well as physical education, music, art, world language and innovations.

ASSESSMENT

Assessment is an integral part of curriculum and instruction. In addition to the state testing programs, students' learning is evaluated periodically through various assessments. The results are reviewed regularly by teachers and administrators.

LEARNER LED CONFERENCES

Learner led conferences are scheduled for November. In preparing for a learner-led conference, children see how their strengths, weaknesses and behavior can affect them as learners, thus allowing them to take more responsibility for, and control over, their achievement in school. In a learner-led conference, children learn how to reflect on their learning, evaluate their progress and communicate this information to their parents. In addition, parents and/or teachers may request a conference at any time during the school year.

HOMEWORK

There is no definite time schedule for homework at the elementary level however, the following is a helpful guideline:

Grade K	-none or up to 10 minutes
Grade 1 & 2	-up to 20 minutes
Grade 3	-up to 30 minutes
Grade 4	-up to 40 minutes

Completion of homework assignments is the responsibility of each learner. We encourage parents to help their child understand the significance of this responsibility and to establish a good homework pattern.

CODE OF CONDUCT

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. All students are expected to conduct themselves with respect for others and in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline, or general welfare of the school.

Disciplinary consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. The Gilford School District will follow the procedures set forth by state and federal law, specifically RSA 193:13 and Ed 317, in the discipline of students. The Gilford School Board does not review appeals of student disciplinary decisions unless a right to appeal is explicitly conferred by policy or by law. Behavior that also violates the law may be referred to law enforcement authorities.

Behavior Intervention Plans

The Code of Conduct will include a graduated set of age appropriate responses to misconduct and will set forth standards for short term suspensions up to five (5) school days, short term suspensions up to ten (10) school days, long term suspensions up to 20 school days, and expulsion. Such standards will make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

Five (5) Cumulative Days of Suspension: Tier-1 intervention plan

The tier-1 intervention plan is for any student who has been suspended more than five **(5) cumulative school days in any school year**. The intervention plan will be designed to proactively address the student's behaviors. The student's academic team will meet to determine specific measures to be taken to support the student from exhibiting those problematic behavior(s) leading to the student being suspended from school.

Upon returning to school from the 5th day of suspension, the student will be required to participate in a re-entry meeting for the purpose of:

- Welcoming the student back to school
- Review past student infractions pertaining to suspensions
- Review Parent/Student Handbook expectations and District Policies pertinent to suspensions
- Develop a plan to support the student from exhibiting the problematic behavior(s) through setting forth future guidelines/expectations and possible restrictions and/or modifications to the student's school day.
- Develop a plan for the student to meet with their school counselor and/or other designee on a predetermined basis to review the student's progress. The school counselor or or designee will check in with the student on an as needed basis.

Ten (10) Cumulative Days of Suspension: Tier-2 intervention plan

The tier-2 intervention plan is for any student who has been suspended more than **ten (10) cumulative school days in any school year**. The intervention plan will be designed to proactively address the student's problematic behaviors. The school psychologist will meet with the student's academic team to determine possible next steps, as well as to establish whether or not the student should be evaluated to determine eligibility to receive special education services and/or if a Functional Behavioral Assessment (FBA) is warranted. Based on the school psychologist's recommendations, specific interventions will be put into place to support the student in correcting their problematic behavior(s).

Long Term Suspension

The School Board, or the Superintendent, as the School Board's designee, may **extend a student's suspension for up to an additional ten (10) consecutive school days**. A long-term out of-school suspension may be imposed for egregious violations, such as, but not limited to:

- An act of theft, destruction, or violence as defined in RSA 193-D;
- Bullying pursuant to school district policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- Possession of a firearm, BB gun, or paintball gun.
- Drug and alcohol violations

During such suspensions, unless otherwise stipulated in writing, a suspended student is not

permitted to attend school activities, school sponsored events, or be on school property for the duration of the suspension.

No student shall be penalized academically solely by virtue of missing class due to suspension.

Expulsion

The School Board may expel a student, which permanently denies a student's attendance at school. An expulsion may be imposed for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would permit a long term suspension;
- Any act of physical or sexual assault that would be a felony if committed by an adult;
- Any act of violence that constitutes a "violent crime" pursuant to RSA 651:5, XIII; or
- Criminal threatening that constitutes a class B felony pursuant to RSA 631:4, II(a).

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

USE OF SKATEBOARDS, ROLLER SKATES AND IN-LINE ROLLER BLADES ON SCHOOL PROPERTY

Skateboarding, roller-skating and in-line roller-skating will not be allowed on school property between the hours of 7:00 A.M. and 5:00 P.M. on days that school is in session.

SALE OF ITEMS BY LEARNERS

Learners will not be allowed to sell anything directly to school personnel or other learners at school. However, if a learner belongs to an organization or group which is selling items as part of a fund raising project, the learners may make a request at the office to have information regarding his/her sales project made available to staff members in the Teachers' Room for a brief period of time.

PARTY INVITATIONS

The distribution of party invitations on school property is not permitted unless invitations are extended to the **ENTIRE CLASS**.

GIFTS SENT TO SCHOOL

The practice of sending gifts such as flowers, balloons, etc. to learners for special occasions is discouraged. If such items are delivered to school, they may be held in the office until the end of the day.

SPECIAL OCCASION ACTIVITIES AT SCHOOL

The Gilford School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes learners' performance potential.

While special occasion celebrations for individual learners are not encouraged during the school day, parents sometimes wish to provide a healthy snack to the class in recognition of their child's birthday or other special event. With prior approval of the classroom teacher, a healthy snack may be provided to be shared at snack time. The healthy snack should be dropped off at the office. Examples of healthy snacks would include, but not be limited to: fresh fruit and vegetables, trail mix, rice cakes, yogurt, low-fat popcorn, and cereal/granola bars. Please be sure to consider ethnic and medical food restrictions and allergies when providing snacks.

MESSAGES TO LEARNERS

If it is necessary for you to telephone your child at school, the message will be relayed to him/her. It is most helpful if a message is telephoned in **before 2:30PM**. If possible, all instructions should be given to your child before he/she leaves home in the morning.

MESSAGES TO TEACHERS

Teachers may be reached at least 10 minutes before school opens in the morning or 20 minutes after school is dismissed. A message may be taken at any time for a teacher, but the easiest way to communicate with your child's teacher is to leave a voice message or email. Unless there is an emergency, teachers will not be interrupted during the school day.

TELEPHONE NUMBERS

It is IMPERATIVE that the school have your home telephone number on file as well as a telephone number of a close relative or friend who would know where you could be reached if you were not at home, or could assist your child in an emergency (illness, accident, etc.). Please be sure to **notify the school whenever there is a change** so that files can be kept current. Please also notify the office of any change of address.

OFFICE PHONE

Use of the telephone by learners is limited. Discretion will be used with regard to requests. **Emergency use will always be approved** including when a child is confused as to what he/she is to do at dismissal time.

CELL PHONE

Cell phone use is not permitted by learners at school.

LOSS OR DAMAGES TO MATERIALS/SCHOOL PROPERTY

Parents shall be responsible for the cost of replacing lost or damaged books and school materials. Willful or malicious damage to any school property must be reimbursed by the persons responsible, or, in the case of minors, by the parents/guardians.

COMMUNITY AGENCIES

Gilford Elementary School Guidance counselors and the school nurse are available to connect parents to resources within the community.

PARENT'S RIGHT TO KNOW

The teaching staff including classroom teachers, assistant teachers, Title I teachers, specialists, and others who deliver direct instruction at Gilford Elementary School have met New Hampshire's state qualifications for the grade levels and subject areas in which the teacher provides instruction. A certified teacher supervises paraprofessionals at Gilford Elementary School. Parents may request information regarding the professional qualification of the learners classroom teachers, including, at the minimum, the following:

- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- Whether the child is provided services by para-professionals and if so their qualifications.

Additionally, Gilford Elementary School provides to each individual parent:

- Information on the level of achievement the child has made on all state assessments;
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Parents may contact the principal for information relative to the concept of Highly Qualified Teachers.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - o School officials with legitimate educational interest;
 - o Other schools to which a student is transferring;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office; U.S. Department of Education; 600 Independence Avenue, SW; Washington, DC 20202-4605.

PARENTAL RIGHTS – LEP (Limited English Proficiency)

Parents have the right to have their LEP child withdrawn from English language instruction.

TRANSPORTATION

Elementary learners will be eligible for transportation back and forth between home and school by bus pursuant to Gilford School District Policy #EEAED-R. Information regarding bus schedules will be posted at the schools prior to the opening of school. Occasionally parents will request that a child ride a bus different from his/her customary one. Such requests can be granted only on a case specific and space available basis. Parents who have questions regarding bus routes and schedules should contact First Learners at 524-1787.

BUS SAFETY RULES AND GUIDELINES

The school bus is an extension of the school; all rules and regulations of the school must be observed on the bus. In the interest of learners safety, parents will not be allowed on board school busses without permission from the building principal or their designee.

"Learners are expected to follow the safety guidelines and rules established by the school district and the bus company. Bus drivers will report disciplinary cases to the school principal. The principal (or designated representative) will determine the appropriate action to be taken. This action will be consistent with the school code of conduct and may range from a warning to suspension from the bus. The school will notify the parent(s) or guardian (s) of any school bus infractions." (Gilford School District Policy #EEAEC-5275)

Bus Safety RULES, as posted in each bus:

1. Follow the driver's directions at all times.
1. Be on time- do not fool around at the bus stop.
2. Stay in your seat while the bus is moving.
3. Keep the bus clean - no papers, mud, or dirt.
4. Keep your head, hands and arms inside the bus at all times.
5. Absolutely no eating or drinking on the bus.
6. Absolutely no smoking/chewing tobacco.
7. Be courteous; talk quietly.
8. Treat the bus and equipment kindly.
9. Cross in front of the bus at the driver's signal only.

Additional Bus Safety GUIDELINES:

When boarding and/or leaving the bus...

- Stand back from the road 10 feet while waiting for the bus.
- Wait for the bus to come to a complete stop before attempting to board or leave the bus.
- Form a single line when boarding and leaving the bus.
- Move away from the bus immediately after leaving the bus.
- Never walk between or behind the bus.

When riding on the bus...

- Face front.
- Never do anything to distract the driver.
- Keep the aisle free of books, lunch boxes, and other objects.
- Large bulky items (instruments, skis/poles, projects, animals, glass jars, etc.) must be transported by parents.

Other regulations:

- Learners will be held responsible for any and all damage to the bus perpetrated by them.
- The driver may make seat assignments for learners.
- Learners who wish to ride a different bus or to get off at a different stop must have a note from their parents. *They will be given a bus change slip, one copy of which will remain in the school office, and one which the learners will present to the bus driver. Note: In some instances permission cannot be granted for learners to ride a different bus as maximum capacity would be exceeded.*
- In the event of an infraction of the rules, a *Transportation Disciplinary Report* may be filed, resulting in disciplinary action, up to and including suspension, given at the discretion of the building principal or his/her designee.
- GMS and GHS learners will be allowed to ride on the elementary school buses only if they have a bus pass from their respective school.

Learners Computer and Internet Use

The Board has adopted a comprehensive policy and rules concerning the use of school computers and the Internet (see Board Policy IJNDB). Learners are required to follow the policy and school rules at all times and have no expectation of privacy in their use of school computers. Teachers will review the Acceptable Use Policy with all learners so that they understand the terms of it in age appropriate language. Learners who violate the policy and rules are liable to disciplinary action and suspension of computer privileges.

IMPORTANT NUMBERS

Reporting Absences or Tardy	524-1661 ges@sau73.org
Gilford Elementary School	524-1661 524-1665
Gilford Schools Voice Mail	524-7146
Gilford Elementary School FAX Number	528-0041
Web site	http://ges.sau73.org
Gilford Middle School	527-2460
Gilford High School	524-7135
SAU # 73 Office	527-9215
First Learners Bus Company	524-1787

SCHOOL DISTRICT POLICIES

MEDICATIONS IN SCHOOL

The following policy JLCD has been developed to provide for the proper, supervised use of medications that require administration in the school setting.

1. Learners will not carry medications on their person with the exception of an inhaler for asthma or an Epi-pen for prescribed allergies. The appropriate parent and physician, APRN or PA permission forms must be on file with the school nurse. The school nurse may require learners to receive training and to sign a contract to ensure that the students, as well as other learners, are safe. A copy will be provided to the parent and placed in the students health file.

2. 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:

*The school nurse confirms that the medication is appropriate for the child's condition and necessary during school hours.

*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 must be delivered to the school nurse by parents or a responsible adult. 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. Should further information be required, the school nurse may contact the child's physician and/or pharmacist.

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 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, if the medication is not already in the health office, to provide medications and written authorization for medications needed on field trips. The parent should deliver a single dose of the medication needed for that day only, in a properly labeled pharmaceutical container, to the school nurse or official prior to the trip. The nurse will then give this container, with the appropriate instructions, to a responsible adult who is on the trip. A responsible adult on the field trip will then assist the child to ensure that it is taken correctly.

7. Discontinued medications, or medications left over at the end of the school year will be left with the nurse, 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, with the exception of rescue medication. (i.e. inhaler, epi-pen)

10. It is understood that the nurse's professional judgement will be exercised in the implementation of this policy as specific circumstances/Learners need warrant.

VOLUNTEERS

The school district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, a school district staff shall clearly explain the utilization of the volunteers. The selection of volunteers will be consistent with those policies and procedures under the direction of the superintendent or his/her designee. The voluntary help of citizens should be requested by staff through administrative channels to assist in conducting selected activities and/or to serve as resource persons. Staff members shall receive training in assignment of duties and supervision of volunteers.

Designated Volunteers Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

1. Comes in direct contact with pupils on a daily basis;
2. Meets regularly with learners;
3. Meets with learners on a one-on-one basis;
4. Chaperones for field trips or other events;
5. Coach or assistant coach to an athletic team
6. Assist with any type of performing arts event or show
7. Any other volunteer so designated by the school board or superintendent. Designated volunteers are subject to the provisions of Policy GBCD – Background Investigation and Criminal Records Check at school expense.

Volunteer Duties and Procedures in General

- A. Submit a letter describing their skills, interests and availability.
- B. Once a thorough background investigation and criminal records check is complete with no disqualifying records, the volunteer will be issued an identification badge to be worn every time the volunteer works in the school. The ID badge must be shown when checking into the front office of any school.
- C. Volunteers will be required to sign an affidavit each year following the background investigation and criminal records check. Every four years volunteers will need to go through the background investigation and criminal records check at the SAU office. Gilford School District Policy
- D. Serve in the capacity of assistants and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.

E. Sign a confidentiality agreement, and refrain from discussing the performance or actions of learners except with the students, teacher, counselor or principal.

F. Refer any student's problem that arises, whether of an instructional, medical or operational nature, to a regular staff member.

G. Receive orientation, including (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety; (3) work schedule and place of work; and (4) expected relationship to regular staff.

H. Receive appropriate training at the building level, consistent with their tasks and existing school district standards. This training shall be developed under the leadership of the principal in consultation with the volunteer coordinator.

I. The school district employee with whom the volunteer is working should have assignments and activities clearly defined.

J. Receive acknowledgment for their services.

K. Volunteers may be terminated when:

1. Program and/or duties are no longer needed;
2. They are replaced by paid staff; or
3. In the sole judgment of the administration, their conduct does not meet the standards of the District.

L. Volunteers should only function under direct supervision of a school employee. Coaches Volunteer coaches of individual sports must be certified in that sport and be in compliance with the standards set by NHIAA including a background investigation and a criminal records check. Legal Reference: RSA 189:13-a, School Employee Volunteer Background Investigations (Adopted: 4/20/09) (Revised: 7/10/2017)

SAFE SCHOOL ZONES: Chapter 193-D

1. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
 - a) Homicide under RSA 630.
 - b) (1) Any first or second degree assault under RSA 631.
 - c) (2) Any simple assault under RSA 631:2-a.
 - d) Any felonious or aggravated felonious sexual assault under RSA 632-A.
 - e) Criminal mischief under RSA 634:2.
 - f) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
 - g) Arson under RSA 159.
 - h) Burglary under RSA 635.
 - i) Robbery under RSA 636.
 - j) Theft under RSA 637.
 - k) Illegal sale or possession of a controlled drug under RSA 318-B.

2. "Safe school zone" means an area inclusive of any school property or school buses.
3. "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools under RSA 193-A.
4. "School employee: means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.
5. "School property" means all real property, physical plant, and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
6. "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

NOTICE OF NONDISCRIMINATION

The Gilford School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, age, gender, handicap, or disability in compliance with the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975, and the McKinney-Vento Act of 2002.

Any person having inquiries concerning the Gilford School District's compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1972, and 34 C.F.R. Part 106 or Section 504 of the Rehabilitation Act of 1973 may contact: Dr. Kirk Beitler, Superintendent of Schools, School Administrative Unit #73, 2 Belknap Mountain Rd., Gilford, New Hampshire, 03249, (603) 527-9215 or the Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, Region 1, Boston, Massachusetts.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY

Gilford Elementary School is committed to providing an environment that is free from all forms of harassment. This includes sexual harassment that is defined as unwelcome verbal, written or physical conduct of a sexual nature. Due to the seriousness of this issue, consequences may range from mediation to five days of out-of-school suspension.

General Statement of Policy

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Acts of 1964, as amended, 42 U.S.C. 2000e, et seq. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose. It is the policy of the Gilford School District to maintain a learning and working environment that is free from sexual harassment and sexual violence. The Gilford School District prohibits any form of sexual

harassment and sexual violence. It shall be a violation of this policy for any learners to harass a learner or an employee through conduct or communication of a sexual nature as defined by this policy. It shall be a violation of this policy for any learners to be sexually violent to a learner or an employee. The Gilford School District will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence, and to discipline any learners or employee who sexually harasses or is sexually violent to a learners or employee of the Gilford School District. The School District will also investigate all complaints of Title IX violations to ensure gender equity.

Sexual Harassment/Sexual Violence Defined

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

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

B. Sexual harassment includes, but is not limited to:

1. verbal harassment and/or abuse of a sexual nature including spreading sexual rumors, including graffiti and homophobic references, attempts to look at or expose another's private parts or deliberately exposing one's own;
2. subtle pressure for sexual activity;
3. inappropriate touching, patting or pinching;
4. intentional brushing against a student's body;
5. demanding sexual favors accompanied by implied or overt threats concerning an individual's educational status;
6. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
7. any sexually motivated unwelcome touching; or
8. sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.
- 9.

Reporting Procedures

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee or the School District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence, should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the title nine coordinators in each building or available from the Director of Learners Services office.

- The School District shall conspicuously post the names of the Title Nine coordinators.
- Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future grades or work assignments.

- Use of formal reporting forms is not mandatory.
The School District will respect the confidentiality of the complainant and the individual(s) against whom the complainant is filed as much as possible, consistent with School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

Investigation and Recommendation

By authority of the Gilford School District, the Title IX Coordinator acting in concert with the building administrator, shall, upon receipt of a report or complaint alleging sexual harassment or sexual violence, immediately inform those involved and begin an investigation. This investigation may be conducted by Gilford School District officials or by a third party designated by the School District. The investigation party shall provide a written report of the status of the investigation within 10 working days to the Building Principal. If the Building Principal is the subject of the complaint, the report shall be submitted to the Superintendent.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the Gilford School District should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or violence requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. In addition, the Gilford School District may take immediate steps, at its discretion, to protect the complainant, learners pending completion of an investigation of alleged sexual harassment or sexual violence.

Gilford School District Action

- A. Upon receipt of a recommendation that the complaint is valid, the Gilford School District will take such action as appropriate based on the results of the investigation.
- B. The School District will report the result of the investigation of each complaint filed under these procedures in writing to the complainant. The report will document any disciplinary action taken as a result of the complaint.

Reprisal

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

Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Sexual Harassment or Sexual Violence as Sexual Abuse

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the Gilford School District shall comply with said law. Nothing in this policy will prohibit the Gilford School District from taking immediate action to protect victims of alleged sexual abuse.

Discipline

In accordance with district policy, when appropriate, disciplinary action will be taken to end the harassment and prevent its recurrence. This might include warning, suspension, or expulsion.

Investigation

All complaints deserve a prompt and thorough investigation. Learners should look to any adult to make a complaint: teachers, guidance counselors, nurses and administrators. The adults will then refer all learners' complaints directly to the appropriate administrator in the building or at the SAU level. Investigations will be as thorough and confidential as possible. Faculty and staff complaints will be processed through the Title IX procedures. In all cases, retaliations of any kind against any person involved in the complaint process are prohibited.

NOTIFICATION OF DRUG-FREE WORKPLACE

The Gilford School District complies with all of the provisions required under the Drug-Free Workplace Act of 1988. The public is hereby notified that the manufacture, distribution, possession, sale, and/or use of any controlled substance or look alike by any learners or staff member is strictly prohibited. A copy of this policy is on file and can be obtained through the Principal's Office. Effective January 1, 1998, the Gilford schools, in accordance with state law, will be a smoke-free environment.

Smoking will be prohibited on school grounds at all times.

HANDICAPPED ACCESSIBILITY:

This policy is designed to assure that school facilities and programs provide access for physically handicapped learners, parents and guests. Handicapped parking spaces are clearly marked on the parking lot near the main entrance. Directions regarding handicapped parking and entrances are located at other entrances and in other parking areas. The main entrance is handicapped accessible and centrally located in the facility. Laboratories, shops, gym, auditorium, cafeteria, and multipurpose classrooms are accessible to the physically handicapped. Learners in wheelchairs or on crutches are assigned an adult tutor/aide or learners assistant. These assistants help handicapped learners move throughout the facility. Handicapped learners and their assistants are familiarized with traffic patterns, handicapped routes and evacuation procedures in case of emergencies. The barrier-free handicapped restroom, located near the main entrance is available whenever a function is held at Gilford Middle School. The entrance is appropriately marked and a key is available in the main office.

PUBLIC NOTICE - ASBESTOS

The Gilford School District is required by Federal law to notify the public that there is asbestos in the school buildings. The Gilford School District has completed the AHERA Management Plans and they are available for review at the SAU #73 office, 2 Belknap Mountain Road, Gilford, NH 03249.

PUPIL SAFETY & VIOLENCE PREVENTION

The School Board believes that learners are entitled to learn in a school environment that is safe and secure. Learners are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing learners conduct. The Board will take reasonable steps to protect all learners from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with learners' learning and orderly school operations. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as he/she deems appropriate.

A. Prohibited Conduct

Learners are prohibited from bullying and cyberbullying actions or communications directed toward other learners which:

1. Occur on, or are delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occur off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event. students are further prohibited from retaliating against or making false accusations against a victim, witness or anyone else who in good faith provides information about an alleged act of bullying or cyberbullying.

B. Definitions

For the purposes of this policy, the following definitions shall apply:

1. "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 learners which:
 - a. Physically harms a learner or damages the learner's property;
 - b. Causes emotional distress to learners. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school-sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;
 - c. Interferes with a student's educational environment;
 - d. Creates a hostile educational environment; or
 - e. 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 and based on the other person's characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (a) through (d) above.

Bullying or cyberbullying of a students 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 the Board's Learners Harassment Complaint Procedures ACA-P.

2. "Cyberbullying" means conduct defined in paragraph 1 and paragraph 2 that takes place through the use of electronic devices.
3. "Electronic devices" include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites, and social network sites.
4. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
5. "Perpetrator" means a learner who engages in bullying or cyberbullying.
6. "Victim" means a learner against whom bullying or cyberbullying has been perpetrated.

C. Disciplinary Consequences and Intervention Programs

Administrators have the discretion to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the learners involved; the type and frequency of the behavior; a learner's willingness to cooperate in the investigation and correct behavior; and the learner's prior disciplinary record.

Disciplinary consequences may include detention, suspension or expulsion from school. In addition, learners may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent recurrence of bullying and cyberbullying behavior.

D. Reporting Bullying and Cyberbullying

Learners who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other learners are strongly encouraged to report it to building administrators, guidance counselors and/or teachers.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal immediately. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of learners to the building principal.

E. Report Handling and Investigation

1. The building administrator shall (within 48 hours) notify the parents/guardians of the alleged victim(s) and perpetrator(s) that a bullying/cyberbullying report has been made in accordance with applicable privacy laws. However, the building principal may request a waiver of this parent notification requirement from the Superintendent. The Superintendent may waive parent/guardian

notification at this stage of the procedure if he/she determines that there could be imminent harm to the victim(s) and/or the perpetrator(s). Any such waiver of the parent notification requirement shall be made in writing.

2. An investigation of the bullying/cyberbullying report will be initiated by the building principal within five school days.

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

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

c. The building principal shall keep a written record of the investigation process.

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

e. The building principal shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.

f. The investigation shall be completed within 21 school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional school days if necessary. The Superintendent shall notify all parties involved of any such extension.

g. If the building principal substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent, determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided to the victim(s), if any.

h. The building principal shall inform the victim(s), the perpetrator(s) and their parents/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting learners from retaliation. Such communication shall be provided within 10 school days and shall be in compliance with applicable privacy laws.

F. Training

1. The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to learners. The purpose of the training is to prevent bullying/cyberbullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying/cyberbullying.

2. The school administration shall provide age-appropriate education programs for learners and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

All training and education programs shall be initially approved by the Superintendent. Building administrators are responsible for scheduling the required training and education programs each year.

G. Annual Report to New Hampshire Department of Education

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

H. Immunity

Any employee of the school unit or contract company, regular school volunteer, learners or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

I. Policy Dissemination

This policy shall be posted on the district website and included in learners and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to learners. The policy may also be disseminated by other means as determined by the Superintendent.

Legal References: NH RSA 193-F:2-F:10

(Adopted: 11/7/2005)

(Revised: 1/3/2011)

ACCESS TO LEARNERS RECORDS

In compliance with Public Law 93-380 and School Board Policy, the following procedures will govern learners/parent access to a learner's educational records:

1. Parents of learners under eighteen (18) years of age or learners eighteen (18) or older may request, in writing, from the Principal, the right to see the appropriate learners record.
2. Upon receipt of a written request, the Principal will contact the parent or learners to arrange a mutually agreeable time for the school to formally review the information contained within the learner's records. The school, by law, has up to forty-five (45) days after receipt of request to make records accessible; however, the Principal will make every attempt to schedule a mutually agreeable time for review within fifteen (15) school days.
3. After formal review of a learner's records has been conducted by either the Director of Learners Services or the Principal, the parent and/or learners, if eighteen (18) years of age or older, may have full access to the individual learner's records for his/her personal review.
4. In the event that a parent and/or learners eighteen (18) years of age or older wishes a hearing to determine that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the learners, the established grievance procedures of the Gilford School District will be followed. Grievance procedures shall follow the Title IX grievance procedures adopted by the Gilford School District. Parents and/or learners eighteen (18) years of age or older who wish to initiate grievance procedures shall notify the Superintendent of Schools. Upon receipt of written request for grievance procedure information, a copy of the Supervisory Union #30 Title IX Grievance Procedure Policy shall be immediately sent to the parent and/or learners eighteen (18) years of age or older. Any grievance by a parent and/or learners eighteen (18) years of age or older shall follow these adopted procedures.

VIDEO AND AUDIO RECORDING DEVICES ON SCHOOL BUSES AND VIDEO SURVEILLANCE ON SCHOOL PROPERTY

To ensure the safety of and secure environment for District Learners, the Gilford School Board authorizes the use of video and audio recording devices by the District on any or all buses or other vehicles (hereinafter “bus”) used to provide transportation for District Learners. This authority shall extend additionally to all vehicles owned by the District or contracted by the District for the transportation of its learners. In addition the Gilford School Board authorizes the use of video only (no audio) surveillance cameras in public areas on school grounds including but not limited to classrooms, hallways, gymnasium, auditorium, cafeteria, and all exterior areas of the school buildings (hereafter “School Property”). The School Board authorizes the Superintendent to establish and maintain guidelines and procedures for the retention, viewing, and listening when applicable, the recordings in accordance with this policy.

NOTICE

The presence of video and audio recording devices on a school bus shall be announced by signage displayed prominently on the bus and will indicate that the recording equipment is being used to record learners behavior and that the recordings may be used in future disciplinary actions in the event of any misconduct. No additional notice of video cameras on school grounds is required. The District shall provide notice of this policy annually to learners and parents in the learners/parent handbooks.

CONFIDENTIALITY

All recordings are considered confidential and will be viewed only on an “as needed” basis by those individuals authorized by federal and state law and this policy.

CUSTODY AND MAINTENANCE OF VIDEO/AUDIO RECORDINGS

All recordings are the property of the Gilford School District and shall be maintained in accordance with federal and state law and this policy.

STORAGE AND RETENTION OF VIDEO/AUDIO RECORDINGS

Recording on a School Bus After a recording on a school bus has been made, the District’s transportation carrier will retain the recordings in a secure location for a period of ten (10) school days. If no request by an authorized District official for a recording is made within ten (10) school days of the recording, the District’s transportation carrier shall erase and reuse the recorded media. Recordings requested by an authorized District official (the superintendent, or designee, building principal, or the District’s transportation coordinator/contractor official) will be provided to and be retained by the District only pursuant to federal and state law and this policy. The District may use recordings in discipline/prosecution of learners, staff and the public and the recordings shall be retained by the District until the final resolution of any discipline/prosecution, including the timing for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action, will be erased and the recorded media reused at the direction of the Superintendent or designee.

Recording on School Property and in a School Building After a video recording on school property has been made; (audio recording is not permitted) the superintendent or the superintendent’s designee will retain the recording in a secure location for no more than 120 days provided, however, that the District’s video recording equipment is on a looping system and video recordings may not be preserved for the full 120 days. The District’s video recordings will be

constantly reused. Therefore, if a District official wishes to request a recording to be reviewed, the request should be made as soon as possible but in no case may it be made more than 120 days after the date of the incident. Recordings requested by an authorized District official will be retained and reviewed by the District only pursuant to federal and state law and this policy. The District may use recordings in discipline/prosecution of learners, staff, and the public. All recordings requested for review shall be retained by the District until the final resolution of any discipline/prosecution, including the time for appeal or court ordered retention (if any). Recordings that have been requested for review that are not used for discipline, law enforcement or court action will be erased and the recorded media will be reused at the discretion of the Superintendent or designee.

VIEWING AND LISTENING OF VIDEO/AUDIO RECORDINGS

Any request for the viewing and listening of all the recordings must be approved by the Superintendent or designee. The Superintendent or designee will determine if an individual requesting to view and listen to the recording is considered authorized pursuant to federal and state law and this policy. A recording shall only be reviewed if there is a report of a serious incident as determined by the Superintendent or designee or a complaint relative to conduct. The Superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording. Recordings may be reviewed by any of the following only as expressly authorized by the Superintendent or designee:

- Superintendent or designee
- Assistant Superintendent/Business Administrator
- Building Administrator
- Law Enforcement Officers
- Transportation Coordinator/Contractor Official
- Learners, parents of learners, and staff members directly involved in a particular incident or a complaint.

Video and audio recordings used as part of disciplinary investigations or other proceedings regarding learners shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the permission of the parents of all identifiable learners. Use of the audio portion of any bus tape is limited by RSA 572-A:2(k), therefore, only that portion of the audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

No audio recordings, other than on school buses, are permitted. For cases involving law enforcement or court requirements to review a recording, the Superintendent or designee will review the case and will decide the

appropriateness of the request based upon federal and state law. In the event a law enforcement officer or a court requires the release of the recording regarding a learners in accordance with FERPA, and whenever a copy is requested, the

Superintendent or designee will, to the extent permitted, release only a copy of the recording and will maintain the original recording pending the outcome of the law enforcement or court action.

Legal References:

RSA 189: 15; 193-F: 3; and 570-A: 2 (k)570-A:2 (Adopted: 09/08/2009)

All GSD policies are available at www.sau73.org or by request from the SAU office at 527-9215.

Student Threat Response Plan

This process is to be used when:

- A student threatens to harm others at school
- A student threatens self-harm at school

1. Once the school is aware of the threat, it will be brought to the immediate attention of the Principal, Assistant Principal, and School Resource Officer. The student and the parent will be notified of their exclusion from school pending a comprehensive threat assessment. The front desk secretary will be made aware of the student's exclusion from school, including after school events.

2. A multidisciplinary team meeting will take place as soon as possible, including, but not limited to: administrator(s), school resource officer, school and student assistance counselor, school psychologist, teachers, nurse, and other professionals with direct knowledge of the student and/or situation. The purpose of this meeting is to gather information about the student, and the specific threat, and determine if further/clinical assessment is warranted. At this time, a point person for family contact will be determined.

3. A.

A threat assessment will be performed by a licensed clinical psychologist or psychotherapist, in cooperation with local law enforcement. This may include a thorough review of the students' social media communication patterns, a firearm safety check of the students' home, and other measures as deemed appropriate by the psychologist and law enforcement officers. This may include, but is not limited to, a records review, meetings with parents or guardians and student, a psychological evaluation (including social/emotional functioning and a mental status examination). Recommendations will be documented in a written report.

B.

The multidisciplinary team will facilitate interventions to continue academics during the student's exclusion from school.

4. The multidisciplinary team will meet to review the recommendations and to plan for the implementation and for the students' re-entry into school (if indicated). A timeline for implementing these recommendations/conditions will be developed. These recommendations will be shared with the family by a school administrator.

5. Once a plan is developed for all recommendations or conditions for return to school to be implemented, members of the multidisciplinary team will hold a reentry meeting to facilitate a safe and supportive transition back to school for the student. The composition of the re-entry team will

be determined on a case by case basis, and will include parents and students. This team could be comprised of administrators, psychologist/psychotherapist, School Resource Officer, counselors, case managers, teachers, nurses. This team will also facilitate notification to teachers, school secretary, and any pertinent stakeholders in the process. If counseling is indicated, the family will be asked to sign a release of information so that communication between the school and counselor can occur.

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its learners and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.
 - 1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school learners suicides or suicide attempts (postvention, suicide contagion);
 - c) Learners education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the Crisis Counselor, to act as points of contact when learners are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to Learners, parents, faculty, staff, and school volunteers;

- i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
- j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., learners handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the Crisis Counselor with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. The Crisis Counselor is designated as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in learners handbooks and on the District’s website;
 - c) developing - or assisting individual teachers with the development – of age appropriate learners educational programing, such that all learners receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. Building Suicide Prevention Liaison. The Crisis Counselor or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a learners is believed to be at an elevated risk for suicide. Employees who have reason to believe a learners is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with learners, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Learners handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

Legal References:

RSA 193-J: Suicide Prevention Education

Other Resources:

- *The New Hampshire Department of Education's Bureau of Learners Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of learners through a multi-tiered system of support for behavioral health and wellness. For further information see:*
www.nhLearnerswellness.org
- *American Foundation for Suicide Prevention (AFSP) -* <https://www.afsp.org>
- *Suicide Prevention Resource Center -* <http://www.sprc.org>
- *The National Suicide Prevention Lifeline –* <https://www.suicidepreventionlifeline.org>
- *The Trevor Project -* <https://www.thetrevorproject.org>

(Adopted 3/2/2020)

**Gilford Elementary School
Receipt and Acknowledgement of Handbook**

Please sign and return this page as a means of confirming that you have read and understood the contents of our Learners/Parent Handbook.

Our handbook contains a great deal of helpful information as well as the governing policies and procedures of our school, and we need to verify that all parents have read it and reviewed learners' related sections with their children.

Your signature indicates that you have read and reviewed with your child the GES Handbook:

Learners Signature: _____ Date: _____

Parent or Guardian Signature: _____ Date: _____

Parent or Guardian Signature: _____ Date: _____

*** Please return this signed page to school***