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LYME SCHOOL

Student and Family Handbook

2026-2027

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Mission Statement

Lyme School students and staff, in partnership with the community, will pursue excellence and embrace school values.

Core Values

● Fairness ● Acceptance of Others ● Integrity ● Responsibility ● Perseverance
● Individuality ● Compassion ● Courage

Statement on Diversity, Equity, and Inclusion

As a community, we commit to creating a safe and inclusive school environment for all students, staff, and families. We embrace diversity and acknowledge our charge to deliver an equitable educational experience for all students. Our role as educators is to provide opportunities for engagement, curiosity, and growth for both our students and ourselves. Our aim is to prepare our Lyme School students to enter a diverse world with an understanding of themselves and others as individuals, recognizing the value and importance of different identities and experiences. We hope our students will be poised leaders of change for good in regards to diversity, equity, and inclusion.

Purpose of the Handbook

The purpose of our Family and Student Handbook is to inform you about our school and to help you better understand our policies and procedures. We urge you to read the handbook carefully and become familiar with the information presented. If there is a conflict between the Handbook and District policy, the Lyme School Board policy will govern. The administration reserves the right to revise the Handbook at any time, without notice. The most current handbook may be found on the website.

Our goal and hope is that this Handbook is helpful in our partnership together. We hope to keep you informed so that we can work cooperatively in the best interest of your students. Please feel free to reach out to the school with any questions.

District and School Information

Lyme School Board (SAU 76)

The Lyme School District is governed by a 7 member school board. Information about the School Board and its meetings can be found on the website.

Staff

We have a caring group of experienced educators, assistants, related service providers, and other staff members. You can find information on how to contact staff members on our website or use the ALMA student information system.

School Information

- Lyme School educates approximately 200 K-8 students.
- Lower School Division are Grades K-5.
- Middle School Division are Grades 6-8.
- Typically, we have one class per grade level.
- Our average class size is 17-18 students.
- We value coming together as a school community once a week for an all school meeting.

- We have opportunities for our middle school students (6-8) to engage and work with our lower school students (K-5).
- Our students are able to choose a secondary school based on School Board policies.

School Hours and Cancellations

The school building is open Monday through Friday 7:45 AM until 3:15 PM. The school day runs from 8:00 AM until 3:00 PM (Thursdays until 2:00 PM).

The decision to delay or close school due to inclement weather is made as quickly as possible in consultation with other area schools, the Lyme highway department, the bus company, and state officials. Once a decision has been made to close school, families will receive a communication through the ALMA student information system and information will be posted on local television stations.

Enrolling Your Child

Kindergarten enrollment begins in early spring prior to fall entry. To complete Kindergarten registration, please contact the main office. Be on the lookout in the spring for listserv emails and newspaper ads calling for families to reach out.

For other enrollments, records required from the previous school include a transcript of grades or report cards, health records (including immunizations), testing records, birth certificate and special education records. Proof of residency is required.

Kindergarten Orientation

Prior to the start of the year or at the end of the previous school year, students and families will be invited to see their classroom and meet their teacher. This will be communicated to families at the end of each academic year.

Physical Examinations

New Hampshire state law requires that each child have a complete physical examination within a one-year period before entering school. Students new to the District must present documentation of a physical exam within the last 12 months. Physical exams are required every two years starting in the seventh grade.

Immunizations

Any student admitted must meet the State of New Hampshire immunization requirements. You may obtain information about the current immunization schedule from the school nurse.

Any child may be exempt from immunization requirements if evidence is presented from a physician that the immunization will be detrimental to the child's health. A child may also be excused from immunization for religious reasons. Information may be obtained from the school nurse.

Ways to Become Involved and Informed

Website

The website houses all information and is a great resource. Here you will find school info, the staff directory, newsletters, calendars, lunch program information, and more!

ALMA Student & Parent Portals

The student information system is called ALMA. This system is where families and students will be able to view report cards and grades as well as message teachers. Information and instructions will be sent home at the beginning of each school year.

Open House

Each year, an open house will be held for families to view student work and engage with the school community.

Parent/Teacher Conferences

Over the course of the academic year, parents/guardians are invited to conferences typically in December and March. Information will be sent home before these times with instructions to sign-up. A parent/guardian can also request a conference with their child's teachers at any time.

Pulse of the Pride Newsletter

The Principal produces a newsletter titled 'The Pulse of the Pride'. The newsletter contains information and happenings as well as important dates and information.

Lyme School Parent Teacher Organization (PTO)

The goal of the PTO is to enrich the school community. Meetings take place periodically. More information about the PTO can be found on their webpage.

School Board

The School Board meets monthly. More information about the School Board can be found on the webpage.

School Visits

We welcome and encourage school visits. All visitors will sign in and out whenever entering or leaving the school building. Throughout the year there will be opportunities for parents to volunteer and participate in classroom activities. We invite you to take advantage of these opportunities which are intended to support learning in the whole classroom (examples include, but are not limited to reading a story, sharing a cultural or professional experience, etc.)

Volunteers

School Board policy encourages volunteers. We appreciate volunteers who are willing to go on field trips, to work with children in the classroom, to help with special events, and to help in making instructional materials. The principal will approve all volunteers in advance and provide orientation to school procedures. Volunteers must also sign in and out of the building each day.

Use of School Facilities

School Board policy permits the use of school facilities by school-related groups and youth and community organizations when such use does not interfere with the programs of the school. Any group wishing to reserve space, can complete a facilities use request form.

Health and Safety

Health Office

The school nurse (RN) attends to routine health needs, does periodic screenings, consults with parents, guardians, teachers, and administration, and handles health emergencies. Parents/Guardians are encouraged to talk with the nurse and to notify the health office about any health-related problems. Parents/Guardians are responsible for providing official documentation of food allergies, asthma, and other chronic health issues which could affect their child's school performance.

Good Health

Your child's health is dependent upon having good eating habits, on having plenty of sleep each night, and on wearing suitable clothing for weather conditions. Lyme School encourages all parents/guardians to set limits on TV viewing, phone/device use, and recreational computer/video game time. If your child is in good health, he/she should attend school regularly and participate in school activities. If your child is ill, please keep them home until they recover. Vomiting, severe diarrhea, or fevers are clear signs of illness. If your child becomes ill at school, you will be notified. If your child has been recently diagnosed with an injury or illness, documentation from the physician is required by the health office stating limitations, current activity level, and expectation as to when the child can return to normal activities.

We recognize that birthdays are a special day for our students and families. We ask that families be aware of any food sensitivities or allergies that are present. Families should ask their child's teacher before sending in a special treat for that day. If birthday invitations are being brought in for distribution at school, they must include an invitation to every child in the classroom.

Emergencies

Occasionally, due to sudden illness or an accident, it becomes necessary to send a child home from school. It is essential that you provide the school with the name and number of a neighbor or relative who would care for your child in the event you cannot be reached. This information is requested upon enrollment and can be updated with us at any time by notifying the office. Please keep ALL information up to date by immediately notifying the school office of any changes.

In the event of a life threatening or serious emergency, it is our policy, unless specifically requested to do otherwise, to contact the parents/guardians immediately. We will call 911 and have your child transported to a hospital if necessary.

Medications

Parent/Guardian permission is required before ANY medication, including nonprescription medication, may be given at school. All medication, both prescription and over the counter, must be delivered to the school nurse. It should be in the original container and properly labeled. Prescription medication must be labeled with the student's name, the physician's name, the name of the medication, and the instructions. The nurse, once in possession of written permission from the parent/guardian AND the prescribing physician, can administer prescription medication to the student during school hours.

Epipens and asthma inhalers in school are the exceptions for our older students. Students can carry these medications on their person and use them as needed, provided written approval is obtained from the student's

physician and an Individual Health Plan is on file in the health office. Students using these medications should make the health office aware when they have been used.

Under no circumstances do teachers or other employees administer medication without prior arrangements with the school nurse or principal.

No Nurse Present

For times when the nurse is absent and there is no substitute nurse available, there is a "No Nurse Present Plan" in place that outlines student care for students with chronic health issues and scheduled daily medication delivery on that day. The Principal has only been trained to give scheduled daily medications. Parents/Guardians will be contacted by the Principal for all other medical concerns or questions. Every attempt will be made to notify parents/guardians of students seen daily for chronic health issues that the nurse will be unavailable/absent prior to the absence, so that they are aware they will be contacted with any concerns.

Physical Examinations

New Hampshire state law requires that each student have a complete physical exam within a one-year period before entering school. Students new to the District must present documentation of a physical exam within the last 12 months. Physical exams are required every two years starting in the seventh grade and are valid for two years from the date they are done.

Immunizations

Any student admitted to school must meet the State of New Hampshire immunization requirements. A State of New Hampshire Certification of Religious Exemption Form must be on file if the student is not immunized because of religious beliefs.

Outdoor Recess

Outside recess will occur if the temperature with the wind chill is above 10 °F. When it is below 10 °F, we make every attempt to go outside and monitor conditions and the children closely. Please make sure your child(ren) has adequate outdoor clothing which includes: boots, jacket, hat and mittens/gloves.

Fire and Emergency Drills

The School holds fire and emergency drills throughout the school year. These drills are initiated and coordinated by the School Administration, Lyme Fire Department, and Lyme Police Department. We practice these drills in order to be prepared for any type of emergency. If you have questions about our fire and emergency drills, please contact the Principal.

School Day and Daily Schedule

We have a 5 day schedule to allow for consistency for students, staff, and families.

School Lunch

School lunch is available on all days school is in session. Milk is available for purchase at lunch time for those that bring lunches from home. Families will need to set up an account with mymealtime.com in order to purchase lunches and add money to the family account.

Free and Reduced Meals

Free and Reduced Meal applications and frequently asked questions can be found on our website. For more information or questions, please contact the school.

Transportation

The District contracts with a provider for bus transportation to and from school. Due to the nature of particular roads in our community, bus routes will be established with student safety as well as the ability to operate a full size school bus. Bus stops will be established in accordance with School Board policy.

Failure of students to comply with bus rules or school behavior guidelines may result in loss of bus privileges.

No student will be allowed to ride a different bus without permission from a parent/guardian. If you must change your child's normal after-school transportation arrangements, please send a note to school with your child that morning or email the office. We ask that you use the telephone to make such changes only when really necessary and at least one hour before dismissal.

Arrival/Delayed Opening

Students should arrive at school no earlier than 7:45 AM. There is no supervision prior to this time. Between 7:45 AM and 8:00 AM, lower school students will report to the Gymnasium and middle school students will report to the Library Commons.

Students being dropped off by car can be dropped directly in front of the school or through the parking lot. We discourage families from parking on the road in front of our school during morning arrival and would prefer cars drop students and continue on. Please encourage children to use the crosswalks.

On a delayed opening schedule, students should not arrive earlier than 9:45 AM. If school is delayed, families will be notified just like with a school cancellation or closure.

Dismissal and Early Dismissal

Students will be dismissed at 3:00 PM every day except Thursdays.

On Thursdays, we have an early dismissal of 2:00 PM.

If an early dismissal is called due to weather or an emergency, families will be notified just like with a school cancellation or closure.

Attendance

Regular attendance is required of each student enrolled and a key factor for academic success. Students are late (tardy) if they are not in their classroom at our designated start time. Our start time is 8:00 AM. **If your child is going to be absent or tardy please call or e-mail the main office prior to the start of school.**

Absences

Absence from school may be necessary under certain conditions and are guided by School Board policy. However, every effort should be made to be in school.

Student attendance at school is the responsibility of the parents/guardians and students. **Parents/Guardians are expected to call or email the school before school starts if your student will be absent.** If you call when the main office is closed, please leave a message in the general mailbox. If a parent or guardian has not contacted the school, and the student has been marked absent, the school will attempt to contact the parents/guardians of each absent child.

A student who is absent for 3 or more consecutive days due to illness may be expected to provide a doctor's note explaining the absence upon reentry to school. When doctor notes are not received, the School will count absences as unexcused.

Letters will be sent out to parents/guardians reminding them of the state law requiring attendance. This notification will be done at five unexcused absences, and at ten, fifteen, and twenty absences, along with the possible report of truancy to the Division of Children, Youth, and Families (DCYF).

For planned dismissals, we kindly request that a parent or guardian notify the main office by 8:00 AM the day of dismissal either by phone, email, or note. If a student needs to be dismissed unexpectedly or at the last minute, we must hear from a parent/guardian, and they must identify who is picking up the student. Students will be dismissed only when legally authorized by a parent or legal guardian.

Any student who is absent more than 3 hours of a school day may not attend after-school or evening school activities. The Principal or designee may waive this requirement due to special circumstances.

Excused and Unexcused Absences

Excused absences include but are not limited to illnesses, doctor or legal appointments, bereavement, religious holidays, school-sponsored activities, court appearances, and family emergencies. Excused absences must be so indicated by a signed note, email, or phone contact from a parent/guardian indicating the reason.

Any absence other than excused is considered truancy. Truancy will result in school consequences. A student who skips or leaves a class without permission after reporting to school is truant. Any student who is absent from school without permission of his/her parents/guardians or school authorities is truant. Absences, even with the approval of the parents/guardians, which are excessive and/or which interfere with the student's educational program will be interpreted as truancy. In order to address truancy, the school may do the following:

- Investigate the cause(s) of the student's truant behavior.
- Possibly modify a student's educational program.
- Involve parents/guardians in the development of a plan designed to reduce truancy.
- Seek alternative disciplinary measures but retain the right to impose discipline.
- Send letters home outlining student and parent responsibilities as well as requiring notes.
- Seek police involvement.

Lateness/Tardiness

Students who are late due to medical or dental appointments or an emergency situation will be given an **excused tardy** if parents/guardians notify the office. All other reasons for being late are considered **unexcused tardies.** Unexcused lateness includes oversleeping, missing the bus, alarm clock not sounding, or parents/guardians who drive their child to school.

- **Students are marked absent if not in their classroom at the start of the day by 8:05 AM. Students who arrive after our start time will report to the main office and will be considered late.**

Chronic lateness will result in school consequences and notification of truancy to the Division of Children, Youth, and Families (DCYF). If you have any questions regarding the policy, please contact the Principal.

Extended Absences/Vacations

Parents/Guardians are discouraged from planning family vacations while school is in session. Please make plans that coincide with school vacations and holidays because it is difficult for students to make up classroom learning activities when a child is absent for an extended period of time. Permission is granted by an administrator, and a written request to the main office for a student's work two weeks in advance is required.

In middle school, it is the student's responsibility to notify teachers and collect assignments. It is also the student's responsibility to submit the completed assignments upon return to school.

Failure to obtain permission and to request work two weeks in advance will result in absences being unexcused.

Attendance, absenteeism, and truancy are outlined in School Board Policy JH.

Academics and Continuum of Services

Our Divisions

We consider our school a school with two divisions. The lower school division is Kindergarten through Fifth Grade. The middle school division is Sixth through Eighth Grade. We believe in the importance of connecting our students in both divisions and creating opportunities for this to happen.

Core Subjects

Students in the lower school division can expect to experience English Language Arts (ELA), Math, Reading, Science, Social Studies and Spanish. In the middle school division, students can expect courses in ELA, Math, Science, Social Studies, and Spanish.

Specials/Electives

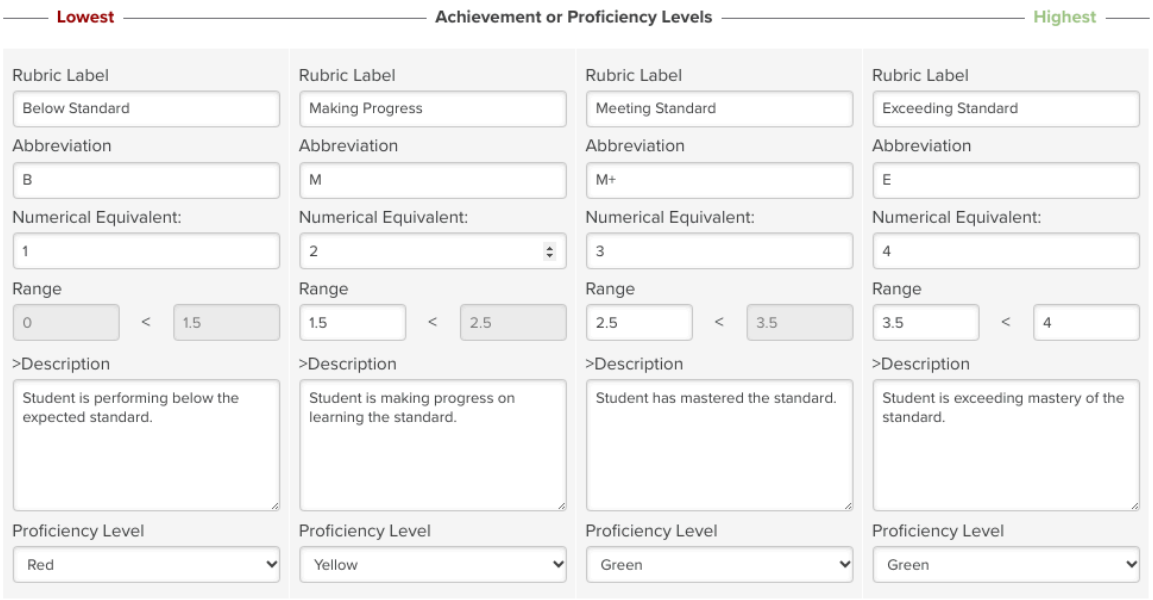
Students in the lower school division can expect courses in art, counseling, design lab, library/technology, PE and music. In 4th and 5th grades, students will add additional exposure in these courses and add a health class in 5th grade. In the middle school division, students transition to the elective program where students will have a choice in exploring topics such as art, drama, design/technology, music, PE, and community building each marking period.

Off Campus Activities and Field Trips

Off campus activities and field trips related to topics in the curriculum are planned throughout the year. Parents are notified of trips in advance and must sign a permission form.

Grading and Report Cards

Our school follows a trimester system and reports out on standards. Report cards are prepared at the conclusion of each term in our student information system ALMA based on the following proficiency levels:



The School will notify families when report cards are complete in ALMA at the end of each trimester.

Homework Philosophy

Grades K-2

There is no required homework in Grades K-2. We do encourage family literacy and numeracy activities. We can provide enrichment choices to do at home.

Grades 3-5

Homework is an opportunity to practice new skills. We understand that students may need time outside of class to pre-learn, understand certain concepts, or practice new skills.

- Family literacy and numeracy practice is encouraged. Teachers can provide resources for such practice.
- Choices for enrichment can be provided on a weekly or unit by unit basis.
- Routine practice work, ie. spelling/vocabulary/math fluency may be assigned on a weekly basis. Some teachers may provide a suggested weekly schedule for completion.
- Grade 5 students may have "finish-work" to do at home. That is work a student did not complete in class that the majority of students did finish. This type of work will have a maximum amount of time to spend on it made clear to the student.

Grades 6-8

Students in middle school should expect homework and our expectation is that students will record their assignments in their school-issued agendas. Students are ready for an increased focus on independence, time management, and accountability.

- Students will have 30-90 minutes of homework each night in addition to their independent or assigned reading.

- Students may have homework that involves review, preparation for an upcoming lesson, or exploration.
- The expectation is that students will independently complete their work with care. Homework may be used to see what the students can do on their own, please allow students to do their work independently. Parents can help by ensuring students have a space and time set aside to do their work.

Advisory and Morning Meeting

Morning Meeting

Each morning, a lower school student's day will start with a morning meeting. This may look like a classroom circle where students will be greeted, share, take attendance, order lunch, perhaps play a game or participate in another activity and go over the day's schedule together. Morning meetings are meant to get our day off on the right foot as well as build our classroom communities.

Advisory

The philosophy of our middle school is to be a supportive learning community that serves all learners academically and socially. Students are assigned an advisory where they will start and end each day. Advisories have a mix of students in grades 6-8 and students stay with their advisor for all three years. The advisor is the first person to contact with questions or concerns about middle school or your middle schooler. In middle school, morning advisory will be a greeting, attendance, and lunch orders. Middle schoolers will have a longer advisory block later in the morning where the focus will be building relationships and community with one another.

Library and Digital Media

All students participate in the Library/Digital Media Program. Students in lower school K-4 have a dedicated library period each week. The fifth grade has a bi-weekly library class. Our school and the Converse Free Library share a collection of books for children and young adults. There is a small collection at the school in the Library Commons, which is always available for students to browse and check out. Students visit Converse Free Library periodically through scheduled visits with the Library Media Specialist. Students in grades 2-8 can access the Lyme School Library catalog digitally to place books on hold from the entire shared youth collection at any time. Although it is easier if books are returned to the location they were checked out, books can always be returned at either the Converse Library or at school.

All students in grades K-8 are issued a school chromebook for academic purposes. Media and research skills are integrated into units across grade levels and subject areas. Chromebooks are kept at school and students are responsible for their chromebooks throughout the school day. Middle school students return their chromebook to their advisory at the end of each day. All students in grades K-8 participate in digital citizenship lessons during the year.

School Counseling

The School Counseling Program fosters academic achievement and personal growth at all grade levels following the national standards and NH education rules. The school counselor is available to assist students and families with adjustments to school and difficult life situations. The counselor also meets with students individually and in small groups. Families will receive information pushed out regularly in regard to child

development, social service resources, and community events. The school counselor is also the point of contact for high school choice information and events.

The School Counseling Program is embedded into lower school classrooms on a weekly basis. The school counseling core curriculum targets the knowledge and skills of: Self-Management, Social Awareness, Self-Awareness, Healthy Relationships, and Responsible Decision Making. The counselor leads activities and discussions that teach social skills, social problem solving, and other issues commonly experienced by children at particular ages.

Reading and Math Support

Reading and Math support is provided grades K-2 with specific intervention based on student. After grade 2, reading and math intervention is arranged based on student need.

Testing

Various tests are done at our school. Track My Progress is used as a progress monitoring tool each trimester. The New Hampshire State Assessment (NHSAS) tests are administered each year in a variety of different subject areas for grades 3-8. Grades 3-8 are tested in ELA and math. Grades 5 and 8 are also tested in science. We also have a number of other assessments and screeners that are used with our youngest learners. Data collected from these assessments enable us to evaluate curriculum, see how our students are doing in comparison to similar groups of students locally and nationally, and to get a bit more information about each child's unique ability. NHSAS test results are shared with parents/guardians.

Placement and Schedule Changes

Each spring, all placements for the coming year are developed by the Principal or their designee in consultation with teachers. If there is more than one classroom in a particular grade level, the goal is to form heterogeneous classes which will create productive learning environments for all of our students. Factors considered in developing class groups include class size, social relationships, student learning difficulties and strengths, teaching styles, and gender balances. Parents/Guardians will be asked to provide input on the type of learning environment which would best serve their child. Requests for specific teachers are not accepted, and we do not schedule classroom visits for the purpose of teacher selection. Parents/Guardians may contact the Principal for more information.

Student Support Team (SST)

The SST consists of classroom teachers, administrators, the school nurse, and specialists. This team assists in planning accommodations for any children educationally, emotionally, or behaviorally. Referrals may come from either parents or teachers.

The goal of SST is to address concerns affecting a student's school performance and to implement an intervention plan following the Response to Intervention (RTI) model. Such concerns may be academic, emotional, behavioral, medical, and/or social. The RTI model addresses each Tier of academic intervention. The SST sets goals and implements targeted interventions specific to the student's needs. The goal of the SST is to have the student respond to the targeted interventions in place, thus allowing the child to achieve his or her goal. When the student does not respond to the intervention, other interventions are tried as the SST further addresses higher Tiers of the RTI model.

504 Accommodations

It is the intent of the District to ensure that students who are handicapped or disabled within the definition of

Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and protected through the appropriate plan.

Special Education

The District offers a full range of special education programs for students with disabilities, depending on individual need. Eligibility, program, and placement of each child are determined by a team of people who know the child and have expertise in special education. Additional services such as speech, occupational and physical therapies, or counseling are provided if necessary to enable a child to benefit from instruction. State and federal laws require schools to determine the setting which constitutes the least restrictive environment. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary resources and services cannot be achieved satisfactorily.

The district is required to serve eligible children from the ages of three to 22 years. Any person, including parents, teachers, and others, may refer a student to the special education team. If you suspect a child may have an educational disability, contact the Director of Student Services.

Promotion and Retention

School Board policy permits retention in current grade under certain circumstances when there is a strong indication that the child will benefit from repeating the grade. When a lack of student progress leads a teacher to consider retention, parents will be notified no later than mid-year and a conference held. A plan of remediation will be developed, carried out, and the student's progress will be assessed. A final decision on retention will be made by the building principal, with input from parents and teachers. The parent has the right to appeal this decision to the Superintendent whose decision is final.

Student Conduct

General Guidelines

A basic responsibility of students is to respect the rules and regulations of the school. Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; and/or while attending or engaging in school activities, in accordance with School Board Policies JI, JIC, JICD.

Drinks

Energy drinks are not allowed in the school building, and we strongly discourage students from bringing soda and coffee to school. Drinks that contain large amounts of caffeine, as well as other ingredients, can adversely affect the health of our students. Signs of too much caffeine are upset stomach, headache, dizziness, and fast or irregular heartbeat. Caffeine can also interact with some medications taken for Attention Deficit Hyperactivity Disorder (ADHD) and other health issues. **Students are allowed to have their own water bottles and bottle filling stations are located throughout the building.**

Sprays

We discourage students and staff from using any form of spray perfume, hair spray, deodorant, etc. in school due to a number of students and staff who have allergies and asthma.

Personal Electronic Devices

Personal Electronic Devices Prohibited: Cell phones, electronic tablets, iPods/MP3 players, smart watches, and all other personal electronic devices (collectively "PEDs") are prohibited from being used or charged during the school day. PEDs must be powered off before entering the school and must remain off and out of sight throughout the entire school day until dismissal. The District and any of its employees or agents will not be responsible for loss, damage, or theft of any PED brought onto school grounds. Please see School Board Policy JICJ.

Personal Appearance and Belongings

Our students' readiness to learn and safety are of utmost importance. We rely heavily on our families to help reinforce and support our expectations and guidelines to meet these standards. Our partnership will provide the modeling that will set a respectful tone and create a safe, healthy, and productive learning environment. We want to ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and/or personal style. We expect that children will be clean and in clothes that are appropriate and safe for school activities and the learning environment. When the dress of an individual student is unsuitable or unsafe for the learning environment or activities, the principal shall take appropriate action to correct the situation. The decision of the principal shall be final.

The general guidelines below represent general expectations, but are not limited to:

- Appropriate and safe footwear must be worn at all times in the school building. Slippers and flip flops are not considered safe for school activities.
- Sneakers are required for physical education class.
- Clothing should be worn in an appropriate manner such that undergarments are not visible.
- Clothing imprinted with explicit language or inappropriate slogans or graphics is not permitted. Clothing depicting the use of alcohol, drugs, tobacco, or sexual activity is considered inappropriate dress for school.

Students not following these guidelines will be required to change to appropriate clothing and parents/guardians will be called.

Students should take care of their personal and school property. Students are provided books and materials necessary for instruction. Students are held responsible for proper care of any textbooks, books, and other materials they are provided. Students will be charged for loss or damage beyond reasonable wear of any books or property damaged or lost.

Although staff members supervise students at all times and make every effort to assure that the school is as secure and safe as possible, please be aware that a school cannot guarantee that theft, damage, and/or other losses will not occur. Students should avoid bringing valuable articles to school (i.e., jewelry, electronic devices, etc.). There is a designated lost and found and found valuables are brought to the office.

Break, Recess, Lunch Expectations

Break/Snack Expectations

Students will follow these expectations at break time:

- Students should bring a daily snack to school with them.
- Students will behave appropriately throughout the hallways, in classrooms, and in common spaces.
- Students will clean up after themselves.

Recess Expectations

Students will follow these expectations at recess:

- Use equipment appropriately.
- Remain in the designated areas.
- Listen to adult instruction/directives.
- Follow the rules of the games being played.
- Include fellow peers in games.
- Put equipment away when finished.
- Enter the building in a calm, orderly manner.
- Classrooms will go over expectations periodically throughout the year.

Lunch Expectations

Students will have the following responsibilities in the cafeteria:

- Keep the cafeteria neat and clean.
- Keep conversations to a reasonable noise level.
- Be quiet for announcements or when asked by adults to give directions.
- Be safe and use manners.
- Follow all directions given by adults.
- Expectations will be posted in the cafeteria.

Bicycles, Skateboard, Scooters and Toys

Bicycles are to be parked in the bike rack. Bikes, rollerblades, scooters, and skateboards may not be ridden on school property during school hours. It is law in NH that safety helmets are to be worn by individuals under 16 years of age.

Small stuffed animals and balls are the ONLY toys allowed in school. There might be other circumstances in which other toys may be brought in, but this would only be with the prior permission of a classroom teacher. Under no circumstances will toys that look like weapons be brought into school. Students will not be allowed to use sticks, their hands, or any other objects as pretend guns.

Lockers

Lockers are the property of the School and are provided for student use in the older grades. Lockers are to be kept neat and free of graffiti. Students may decorate their lockers on the inside only with appropriate, non-permanent materials and items. Inappropriate materials include pictures of, or advertisements for alcohol, tobacco, or materials which are disrespectful of the human body, use vulgar or suggestive language, or which support hate symbols or literature. Writing or drawing in the lockers or putting gum wads or stickers in them is inappropriate.

Lockers are assigned to students by their teacher or advisor. Students may not change their locker without permission. **Students may not use their own personal locks.**

School officials have the right to open and search a student's locker and to confiscate any material which may be harmful or illegal (Board Policy JIH).

Academic Integrity

Academic honesty requires students to do their own work. There is a difference between cooperative learning and academic dishonesty. Students are expected to perform honestly through the production of their own work and through the demonstration of respect for the individual and the belongings of others. It is the students' responsibility to act honestly.

Students will be taught the process of citing work as they progress through the grades and will have extensive discussions in their middle school classes. When preparing papers or research projects, students must acknowledge or cite sources from which they take any ideas, language, or thoughts which are not their own. To take the ideas or words of someone else or artificial intelligence (AI) and present them as your own is called plagiarism. Plagiarism is dishonest.

It is academically honest to:

- use information that everyone knows. Students do not have to acknowledge where they obtained that information;
- use common, clever expressions without acknowledgement;
- draw general conclusions that anyone could reach;
- use ideas discussed openly in class;
- after reading a text, review by consulting a reading, such as Cliff Notes, Spark Notes, or an Internet site;
- work collaboratively on an assigned group project;
- receive help from a tutor or teacher; and
- work cooperatively with another student on homework, then submit separate products if permitted by the teacher.

It is academically dishonest to:

- copy from a book, magazine, encyclopedia, internet site, or a media source (including AI) without acknowledgement;
- paraphrase or summarize without giving credit to the source;
- use generative artificial intelligence (AI) to create work without permission;
- submit another person's paper or assignment, including those found on the internet, with or without modification as your own;
- use another's ideas (including AI) as your own;
- use notes or guides on a test, unless approved by the teacher;
- copy another student's homework or reading notes and submit them as your own; and
- copy from another student during a test or quiz.

This list is not intended to be comprehensive. In individual situations, it shall be the responsibility of the teacher to determine what constitutes academic dishonesty. Administration understands that there are levels of plagiarism and will discipline accordingly. Appeals may be made to the Principal.

Consequences for Violations to the Academic Integrity Code

1st Offense - A grade of below standard will be given for the assignment, parents contacted, and assignment must be redone.

2nd Offense - A grade of below standard will be given for the assignment, parents contacted, assignment redone, and an SSR or office detention.

3rd Offense - A grade of below standard will be given for the assignment, parents contacted, assignment redone, and a one-day in-school suspension.

4th Offense - Further violations will require a repeat of the consequences for the 3rd offense.

Tobacco, Drugs, Alcohol, and Weapons

The School Board has policies prohibiting the possession, sale, or use of tobacco products, alcohol, and illegal drugs by students, non-students, and adults in school buildings, on school property, and at school activities, regardless of location, as well as weapons. Further, it is illegal for anyone under age 18 to purchase, possess, or use tobacco products. Controlled drugs are defined to be those drugs prohibited by New Hampshire State Law. Parents will be called immediately when the student is caught, and the matter may be brought to the attention of the Superintendent and other proper authorities. Copies of all these policies may be found on the district website.

If a student appears to be under drug influence, the parent will be notified by school authorities to come for the student and remove them to home or to medical facilities. In severe cases, if the parents/guardians will not come to the school, the Principal is authorized to call an ambulance to remove the student to the hospital. Parents/Guardians will be notified of this action and be responsible for the incurred expenses.

Upon reasonable evidence of the illegal possession and/or use of drugs by any student on school district property, the student will be suspended from school for at least five days. A conference between the parents/guardians, child, and administrator should be held as soon as possible.

Any student found selling, distributing, or giving away illegal drugs, prescribed drugs, or over-the-counter medications will be turned over to police authorities immediately and suspended from school at once pending School Board action, which could include expulsion.

Any student convicted in court for illegally selling drugs on or off school property will be suspended from school pending School Board action.

Child Restraint

According to School District Policy and NH State Law, students may be restrained in certain instances:

- Restraint can mean physical, mechanical, or medical. The **only** type of restraint to be considered in school is physical restraint.
- Giving comfort to a child, holding the hand of a child when escorting him/her from place to place, or breaking up a fight are **NOT** considered restraint.
- "Brief periods" of person-to-person contact applied to ensure safety or to remove a disruptive child who refuses to leave is **NOT** considered restraint.
- Acting in self-defense is **NOT** considered restraint.

Use of Restraint:

- To ensure immediate physical safety.
- Only by trained personnel.

Restraint is to be used only as a last resort measure (see School Board Policy).

Appropriate Use Guidelines

Students with instruction in internet use shall be given the privilege of using it to facilitate their educational growth in technology, information gathering skills, and communication skills. Students have the privilege to use the web and electronic email for work and retrieving information. The school district is not responsible for the quality and content of information available to your child through the internet. Students who do not abide by district policies will lose computer privileges for a period of time decided on by the Principal or their

designee. The same sort of conduct that is required in the classroom is what is expected on computers and on the internet. The district has a comprehensive acceptable use policy and email use policy.

Behavior Management

A safe and nurturing school environment is essential for student learning. All students will receive the best education possible. We do our best to provide a safe, dynamic environment in which the expectations and rules are clearly stated and consistently applied. Students under the supervision of the Lyme School will obey the rules at school, on buses, on field trips, and at all other school activities. The ultimate responsibility for student behavior rests with the student, with the support of the educational staff, and their parent/guardian.

Violence, including the threat of violence of any kind will not be tolerated. Drugs, alcohol, gangs, profanity, harassment, bullying, theft, vandalism, weapons, and tobacco are prohibited. Any acts or threats of violence towards students, staff, or community members should be reported to an administrator immediately.

School Rules and Progressive Discipline

It is the intent of the Lyme School to provide an education within the framework of a safe, secure, and productive educational environment. We live by the phrase: *We represent ourselves, our families, our school, and our community in all we do and say.* A large majority of students are responsible with their rights and are consistently demonstrating the following rules:

- Be Respectful to yourself.
- Be Respectful to Others.
- Be Respectful of the expectations.
- Be Respectful of property.

These four rules translate into the following behavior statements:

- I will be on time for school.
- I will do my assignments well, completely, and on time.
- I will do my own work.
- I will cooperate.
- I will keep my hands and feet to myself.
- I will not throw snowballs, pencils, or any other objects which could hurt others.
- I will not take other people's things.
- I will use school-appropriate language.
- I will not possess, use, distribute, or sell illegal or dangerous substances or items.

However, there are times when students do not demonstrate expected behaviors and need immediate, fair, and consistent responses to re-teach and possibly consequences for their actions. In order to determine the appropriate consequence, the following considerations are factored in:

- The amount of time the student thought about their choices/actions
- To what extent this did or was meant to hurt others.
- To what extent this did or could have disrupted the safety of the school.
- The amount of time since the student's previous misbehaviors.
- The developmental age level of the student.

Bullying

We never want anyone to feel picked on, teased, bullied or harassed and take these allegations seriously. It is often difficult to determine the level in which the behavior falls since we are dealing with a variety of emotions and perspectives. In an effort to help clarify the different levels of being disrespected we are defining these behaviors in the following manner:

- **Conflict**: *Not planned*, all parties are upset, all parties want to work things out, can be resolved through mediation
- **Rude**: *Spontaneous*, happens occasionally, can cause hurt feelings, based on thoughtlessness/poor manners, rude person accepts responsibility, may be resolved through mediation
- **Mean:** *Intentional*, happens once or twice, can hurt deeply, based in anger, behavior is regretted**,** mediation may be involved.
- **Bullying:** *Is planned and/or done on purpose*, it is repeated, the target of the bullying is hurt, there is an imbalance of power, cannot be resolved through mediation.

If you are unable to resolve the conflict at any level, please report the situation to a teacher, counselor, and/or administrator.

You may review our District's Bullying policy online.

Student Success Room (SSR)

The SSR room is a resource for those who have not been successful meeting expectations in a variety of settings. Whenever personal choices create disruptions to the safety and success of the school community, staff members will send students to SSR. As part of the school discipline process, students may be sent to the SSR room for the following reasons:

- **Break**: Up to a 15 minute break that allows the student to refocus and get back on track in order to rejoin the class/event successfully. These are self-taken or required breaks. Older students may be encouraged/required to call their parents/guardian to explain/process what happened. Students will process behavior with the Student Success Coordinator.
- **Removal:** Spends the remainder of the block/event in SSR. They process the situation with the Student Success Coordinator. The Student Success Coordinator calls or emails the parent/guardian. If the student was sent from class, they will meet with that teacher later in the day. In certain situations, students may receive an additional consequence. Students may also be referred to the school counselor.

Students that access SSR may be required to complete a reflection form such as this one to process their break or removal to SSR.

The program goals are achieved through a variety of activities that build life skills while creating the opportunity to take personal responsibility for one's actions and understand what is in the student's control. The program strives to build the student up. SSR is an appropriate venue for creating connections between school and the student. In addition to the Student Success Coordinator, the school counselor, classroom teachers, parent(s) and/or guardian(s), and administrators help contribute to the success of this intervention.

Role of Student Success Coordinator

- Serve as the link between school and home for families around behavior and minor discipline.
- Collaborate with staff in the development, implementation and assessment of behavior plans.
- Develop and execute instructional programs and individualized interventions for student behavior, regulation, and/or learning challenges.
- Use an educative model for behavior management and monitor progress of behavior plans.
- Proactively and reactively work with all students who need either periodic or prolonged social/emotional/behavioral support to be successful across school settings.

Recess and Lunch Detentions

The Student Success Coordinator or an Administrator may issue recess and lunch detentions for a variety of behaviors.

- The Student Success Coordinator or Administrator will arrange the date for the detention with the student.
- The Student Success Coordinator or Administrator will call the parent/guardian to inform them of the detention.
- For lunch detentions, the student will immediately go get their lunch and proceed to SSR or the office to serve the detention. Students will report immediately to SSR or the office if they bring a lunch.
- For recess detentions, students report to SSR or the office at the appropriate time.
- Failure to report to a detention will become an office referral to Administration. Further disciplinary action may be taken.

In-School Suspension (ISS)

When behaviors are more intentional and disruptive or harmful, students may receive an in-school suspension from the Administration.

- Parents/Guardians will be called by the Student Success Coordinator and/or Administration.
- Students will spend the day in a designated area away from the mainstream of students. They will be allowed to get a snack and their lunch, but will return to the designated area to eat.
- Work will be provided by the teachers and the student will be required to meet regular work deadlines.
- If a student is not behaving appropriately during their ISS, they will be sent home for an out-of-school suspension.

Out-of-School Suspension (OSS)

When all other methods of discipline have failed to bring about the desired change, or in cases of extreme misbehavior or flagrant disrespect, the student may be assigned an out-of-school suspension. We prefer to always have our students in school; however, there are situations where an OSS is a more appropriate consequence. Under normal circumstances, a student will be suspended for one day for a first offense and two or more for a second offense. Repeat offenses could result in expulsion.

If, in the judgment of the Administrator, a student is to be suspended from school, every attempt will be made to notify the parents/guardians by phone. During the suspension, students are not allowed to be on school grounds or participate in school events. A suspension is considered in effect until the morning of the return date to school upon formal re-admittance. Exceptions may be made at the discretion of the Administrator involved.

In most cases, for re-admittance to school, at the termination of the out-of-school suspension period, the parent or guardian and the student will meet with the Student Success Coordinator and Administrator. Students are responsible for making up missed school work during the time of their out-of-school suspension. The length of the third or subsequent suspensions will be determined by the Administration. In a serious

case, even for a first suspension, a student may be suspended for up to ten days and/or referred to the Superintendent's office.

Matters involving violations of the law shall immediately be referred to the police. The Administration will cooperate fully in providing information necessary for a proper police investigation.

Due Process

- Every student is entitled to due process.
- A student who is accused of an offense for which they may be suspended is given an opportunity to hear the charges made against them and state their side of the situation.
- The Administration shall make every effort to determine the facts of the situation and make a fair and reasonable judgment based upon these facts and the School's regulations.
- After "due process" has been carried out, the Principal (or designee) may alter the discipline code in the best interest of the child.

Appeal Regarding Pupil Discipline

Parents/Guardians who wish to appeal any disciplinary decisions are encouraged to contact the Principal. They may then appeal to the Superintendent.

Police Involvement

The police will be contacted in all discipline cases where appropriate.

Legal/Important Notices for Inclusion in Handbook

There are a number of policies printed yearly in the family and student handbook. The most up to date policies can be found online in the School Board Policy Manual.

Policy: JRA

Section: J - Students

Policy: JRA
Student Records and Access

Category: Recommended

A. General Statement. It is the policy of the School Board that all District personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all District personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

B. "Education Record". For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records **do not** include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

C. "Directory Information". For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. Students' name(s), address(es), telephone number(s)
2. Parents'/guardian(s) name(s) and address(es);
3. Students grade levels, enrollment status and dates of attendance;
4. Student photographs;
5. Students participation in recognized school or community activities and sports;
6. Post-high school plans; and
7. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students.

At the beginning of each school year, the District will provide notice to parents/- legal guardians of their rights under FERPA and that the District may publish directory information without their prior consent. Within the first two weeks of each school year

parents/guardians shall notify the Principal in writing of any or all directory information items that they refuse to permit the District to release or disclose.

Notice from a parent that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. "Personally Identifiable Information". "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

E. Annual Notification/Rights of Parents and Eligible Students. Within the first *two weeks of each school year*, the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

F. Procedure To Inspect Education Records. Parents/Legal Guardians or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, the Principal will determine if a review at that site is reasonable

Although not specifically required, in order that a request is handled in a timely manner, requests should be submitted in writing to the Principal, identifying as precisely as possible the record or records that are being requested for inspection. The Principal will contact the parent/legal guardian to discuss the best arrangement for accessing the records requested (copies, records brought to a single site, etc.). The parent/legal guardian will be notified as soon as possible of the time and place where the records may be inspected.

This procedure must be completed within fourteen (14) days that the request for access is first made. *Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.*

If for any valid reason (ex.parent's/legal guardian's working hours, distance between record location sites or health conditions) prevent a parent/legal guardian from being able to personally inspect and review a student's education records, the Principal may arrange for copies of the records to be provided.

When records contain information about students other than a parent/legal guardian's child, the parent/legal guardian may not inspect and review those records. If such records do contain the names of other students and are specifically requested, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. ***Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.***

G. <u>Procedures To Seek To Correction of Education Records</u>. Parents/legal guardians of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

FERPA and its regulations use both "correct/ion" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

> **<u>First-level decision</u>.** When a parent/legal guardian or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written

request asking the Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/legal guardian's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/legal guardian/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

a. Provide the requester a copy of the questioned records at no cost;
b. Ask the parent/legal guardian/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;

Second-level decision. If the parent/legal guardian/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/legal guardian/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

a. Review the request;
b. Discuss the request with other school officials;
c. Make a decision whether or not to make the requested correction to the educational record;
d. Schedule a meeting with the parents/legal guardian/eligible student if the Superintendent believes such a meeting would be necessary; and
e. Notify the parents/legal guardian/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/legal guardian/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/legal guardian/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/legal guardian/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/legal guardian/eligible student in writing of his/her decision. Such a letter will also notify the parents/legal guardian/eligible student of their right to an appeal hearing before the School Board.

Third-level decision. If the parents/legal guardian/ eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/legal guardian/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in **level-two**. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/legal guardian/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/legal guardian/eligible student requests that the hearing be held in public session. The School Board will give the parent/legal guardian/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/legal guardian/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/legal guardian/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/legal guardian/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

Parent/Legal Guardian/Eligible Student Explanation to be Included in Record. Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit

any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest*. School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform their responsibilities and duties.
2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents/legal guardians be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
3. *Officials for audit or evaluation purposes*.
4. *Appropriate parties in connection with financial aid*.
5. *Organizations conducting certain studies for, or on behalf of the School District*. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. *Accrediting organizations*.
7. *Judicial orders or lawfully issued subpoenas*, upon condition that parents/legal guardians and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. *Health and safety emergencies*.

I. <u>Maintenance of Student Records and Data</u>. The Principal is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing such records.

The Principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

J. <u>Disclosures Made From Education Records.</u> The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record

custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
4. The date on which the person or agency made the request;
5. The interest which the person or agency has in the information;

The District will maintain this record as long as it maintains the student's education record. The records **do not include** requests for access or information relative to access which has been granted to parent(s)/legal guardian of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/legal guardian/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

Legal Reference:

RSA 189:1-e, Directory Information ,
https://www.gencourt.state.nh.us/rsa/html/XV/189/189-1-e.htm
RSA 189:66, Data Inventory and Policies Publication
RSA 91-A:5,III, Exemptions, Pupil Records
34 CFR. Part 99, Family Educational Rights and Privacy Act Regulations
20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)

Cross References:

DAF, DFGA, ECAF, EEAA, EH, EH-R(1), EHB, EHB-R(1), GBJA, GBJA-R, JKAA

Policy Committee Notes:

December 2023 - Policy noted to be out of date and mislabeled. In order to correct both, the committee suggesting to retire the old JRB (should be coded as JRA) and adopt a new JRA and JRB as reflected in the NHSBA sample manual.
September 2024 – Recommended to Board with revision.

Adoption Date: **November 14, 1974**
Classification:
Revised Dates: **August 22, 2002, March 24, 2005, September 17, 2024**

Insurance

If you need affordable health insurance for your child, call 1-877-464-2447 to find out about New Hampshire Healthy Kids. This non-profit corporation works with the state of New Hampshire, insurance companies, doctors, and hospitals to provide health coverage for children in families with a broad range of incomes. Your school nurse has more information and can help you apply.

Policy:AC

Section: A - School District Organization

Policy AC
Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan

Category: Required by Law

A. **INTRODUCTION AND GENERAL POLICY AGAINST DISCRIMINATION AND HARASSMENT**

The District recognizes the right of all students and staff members to learn and work in an environment free from discrimination or harassment, and likewise, that persons participating or attempting to participate in District programs, employment or activities have the right to do so free from discrimination or harassment.

Accordingly, the District prohibits any type of unlawful harassment or discrimination based on age, race, color, religion, creed, sex, national or ethnic origin, gender identity, sexual orientation, marital status, familial status, physical or mental disability, pregnancy, genetic information, or veteran status by employees, students, members of the school community, or by vendors or visitors on school property or at school-sponsored events. No person shall be excluded from or denied the benefits of educational programs or activities on the basis of any of the above classes or economic status.

As described above, the blanket prohibition afforded under this policy, as well as other Board policies, reflects, but goes further than, some of the same protections afforded under multiple State and Federal statutes or regulations, such as, but not limited to, NH RSA 354-A, and NH RSA 193:38-39, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1972, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, and the Pregnant Worker Fairness Act, Additionally, bullying or general harassment of students unrelated to any of the characteristics ("protected classes") identified above, is further prohibited under Board policy JICK and RSA 193-F. Statutory and regulatory statements and notices of nondiscrimination are included in Section _I__ of this policy.

The District has determined that the most effective way to limit harassing or discriminating statements or conduct that is illegal or unlawful under those statutes is to treat it as misconduct under Board policies even when such conduct or statements might not rise to the level of discrimination or harassment prohibited under federal or state law.

B. **DEFINITIONS**

The definitions found here apply to each Board policy unless and to the extent that such definition is contrary to specific language or context of that policy or other legal authority.

"Days" means calendar days, but excludes non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

"*Discrimination*" is conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

A *"Grievance" or "Complaint"* is a verbal or written report or complaint of discrimination, harassment, or retaliation that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination. The required form and the specific process for making a report may vary depending on the nature of the conduct or issue. See Section ___D, below, for further information.

"*Harassment"* generally refers to the use of words or engaging in behaviors that annoy, threaten, intimidate, or demean a person without a legitimate purpose. Harassment will often constitute bullying prohibited under Board policy JICK . Additionally, harassment may constitute illegal discrimination if the harassing statements or behaviors include explicit or implicit reference to age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by state or federal law, or District policies, procedures, regulations or rules, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing, or appeal under such policies, procedures, etc.

C. **POLICY APPLICATION**

This policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of 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, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

D. REPORT, COMPLAINT, AND GRIEVANCE PROCEDURES

1. Reports or complaints of sex discrimination, including sex-based harassment, or sexual violence;

2. Reports or complaints by students of discrimination on the basis of educational disability under the IDEA should be made under Board policy ACE;

3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK;

4. Reports or complaints of discrimination, harassment, or retaliation not specified above, including, without limitation, claims relating to race, ethnicity, disability (e.g., ADA or 504), religion, access to the Boy Scouts of America or other Title 36 youth group listed in Title 36, Subtitle II, Part B of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21, and not involving or relating to the District's food services (see number 5 below) should be made under the grievance procedure in Board policy ACA; and

5. Reports or complaints of discrimination based upon protected classes relative to any of the District's food and nutrition services (FNS) programs (school lunches, etc.) should be made under Board policy ACF, unless the alleged discriminatory conduct relates to a class identified in Sections D.1 or D.2.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced above under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures

referenced above under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed above and related administrative procedures or regulations. Complaints or reports regarding matters not covered in those policies should be made to the District Human Rights Officer.

E. **ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES**

At any time, whether or not an individual files a complaint or report under this policy or policy ACA, an individual may file a complaint with an external agency, such as the Office for Civil Rights ("OCR") of the United States Department of Education, the New Hampshire Commission for Human Rights, or another relevant authority. The contact information for such agencies is located in AC-R(2). Complaints to the OCR, however, must be made within 180 days of the last act of alleged discrimination, harassment or retaliation giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence.

Notwithstanding any other remedy, any person may contact the police or pursue criminal prosecution under state or federal criminal law.

F. **RETALIATION PROHIBITED**

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or making statements in the course of an investigation or grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of an investigation, a disciplinary proceeding, or grievance proceeding does not constitute retaliation, provided, however, that a finding explicitly or implicitly negating a statement, alone, is not sufficient alone to conclude that the person made a materially false statement in bad faith.

G. **HUMAN RIGHTS [or NONDISCRIMINATION] OFFICER, TITLE IX AND 504/ADA COORDINATORS**

The Superintendent shall assure that District and or building personnel are assigned to the

positions listed below. Each year, and more often when personnel change, the Superintendent shall prepare and disseminate as a supplement to this policy AC-R(2) an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, and postal and physical addresses:

Human Rights [or Nondiscrimination] Officer

Title IX Coordinator

504/ADA Coordinator

The Appendix will also include current contact information for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights
U.S. Department of Agriculture, Office of Civil Rights
N.H. Human Rights Commission
N.H. Department of Justice, Civil Rights Unit
N.H. Department of Education, Commissioner of Education

H. DISTRICT ANTI-DISCRIMINATION PLAN

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols, and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination, and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the District's Human Rights *[Nondiscrimination]* Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan per Policy JLDBB), the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

I. STATUTORY AND REGULATORY NONDISCRIMINATION STATEMENTS AND NOTICES

1. **Comprehensive <u>Prohibition Against Discrimination in Educational Programs and Activities</u>.**

Under State or Federal law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. As used in this section, "race" means immutable traits associated with race, including hair texture and protected hairstyles and "protected hairstyles" means hairstyles or hair type, including braids, locs, tight coils or curls, cornrows, Bantu knots, Afros, twists, and headwraps. Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person's creed, is prohibited.

Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

2. **Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.**
The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

3. **USDA Nondiscrimination Statement (copied from Policy ACF).**
In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should

contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Form AD-3027 (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

a. **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

b. **Fax:**
(833) 256-1665 or (202) 690-7442; or

c. **Email:**
Program.Intake@usda.gov

J. COLLABORATION WITH OUTSIDE AGENCIES

Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The District will disclose information to the District's attorney, law enforcement, and others when necessary to enforce this policy or when required by law. In implementing this policy, the District will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The District will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with Board policy, state and federal laws, and as advised by the District's attorney.

K. ADDITIONAL REPORTING REQUIREMENTS

Reports under this Policy are in addition to and do not replace other reporting requirements mandated by law or other policies - see, e.g., Educator Code of Conduct, abuse or neglect of children (see RSA 169-C:29 and policy JLF), acts of "theft, destruction, or violence" (see RSA

193-D:4, I (a) and Ed 317.06), incidents of "bullying" (see RSA 193-F and policy JICK), and hazing (see RSA 671:7).

L. ADMINISTRATIVE PROCEDURES, REGULATIONS AND TRAINING PROGRAMS

The Superintendent shall develop such other procedures and regulations, and shall ensure that training programs are provided as are necessary and appropriate to implement this policy as well as the other policies referenced above.

M. NOTICE OF COMPLIANCE

The Superintendent will provide notice of the nondiscrimination statements and notices, the Anti-Discrimination Plan, to all applicants for employment, employees, students, parents, and other interested persons as required by statute, policy or regulation, or as the Superintendent may otherwise deem appropriate.

Category: Required by law

District Revision History:
REVISED: Feb 17, 2022
ADOPTED: November 12, 1998

Policy notes:
November 2021- Policy AC identified as being out of date- substantial changes recommended to line up with the law
October 2022- identified that in needs a change in names with the change in Director of Student Services - done in Policy Committee
December 2022 - clarified that AC-E will the annual update containing names, therefore they should not be here - done in Policy Committee.

Statutory-Regulatory References: RSA 354-A:7 (non-discrimination)
RSA 186:11, XXXIII, Discrimination
RSA 193:38, Discrimination in Public Schools
RSA 193-F, Student Safety and Violence Protection Act
RSA 275:71, Prohibited Conduct by Employer
RSA 354-A, State Commission for Human Rights
The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq.
The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794
Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.
Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c
Title VII of The Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq
Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seqNH Dept of Ed. Rule 303.01 (i), School Board Substantive Duties

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Cross References:	KNB KNB-1 Policy GAEA-R Policy GAABA.- Policy JCA - Pupil Safety and Violence Prevention
Legal References:	RSA 354-A:7 (non-discrimination) Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seqNH Dept of Ed. Rule 303.01 (i), School Board Substantive Duties Title VII of The Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq. The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794 The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq. RSA 354-A, State Commission for Human Rights RSA 275:71, Prohibited Conduct by Employer RSA 193-F, Student Safety and Violence Protection Act RSA 193:38, Discrimination in Public Schools RSA 186:11, XXXIII, Discrimination

Adoption Date: **December 12, 1998**
Classification:
Revised Dates: **; February 17, 2022, February 25, 2025, November 18, 2025**

Policy: AC-R(2)

Section: A - School District Organization

Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information

Policy: AC-R(2)
Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information

Category: Required by Law

Pursuant to Board policy AC, Nondiscrimination, Equal Opportunity Employment, and District Anti-Discrimination Plan, the District administration is directed to update and publish a list of current personnel and contact information for various positions and outside agencies relating to the District's anti-discrimination policies.

DISTRICT PERSONNEL:

Human Rights (or Non-Discrimination) Officer:

Name: Geoff Tomlinson
Postal Address: P.O. BOX 60, Lyme, NH 03768
Physical Address: 35 Union St., Lyme, NH 03768
Phone: (603) 795-2125
Email: gtomlinson@lymeschool.org

Title IX Coordinator:

Name: Geoff Tomlinson
Postal Address: P.O. BOX 60, Lyme, NH 03768
Physical Address: 35 Union St., Lyme, NH 03768
Phone: (603) 795-2125
Email: gtomlinson@lymeschool.org

504 Coordinator:

Name: Geoff Tomlinson
Postal Address: P.O. BOX 60, Lyme, NH 03768
Physical Address: 35 Union St., Lyme, NH 03768
Phone: (603) 795-2125
Email: gtomlinson@lymeschool.org

OUTSIDE AGENCIES:

Office for Civil Rights, U.S. Department of Education; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

Office of the Assistant Secretary for Civil Rights, U.S. Department of Agriculture; 1400 Independence Avenue, SW, Washington, D.C., 20250-9410; Telephone - 866-632-9992; Email - program.intake@usda.gov

Boston Area Office, U.S. Equal Employment Opportunity Commission; JFK Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506; Telephone - 1-800-669-4000; ASL Videophone - 1-844-234-5122; Email - info@eeoc.gov

New Hampshire Commission for Human Rights; 57 Regional Drive, Suite 8, Concord, NH 03301; Telephone - 603-271- 2767; Email - humanrights@hrc.nh.gov

New Hampshire Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone - 603-271- 3650; Email - doj.civilrights@doj.nh.gov

N.H. Department of Education, Commissioner of Education; 25 Hall Street101 Pleasant Street, Concord, NH 03301; Telephone - 603-271-3494; Email - info@doe.nh.gov

Legal References:
NH Statutes
RSA 186:11, XXXIII Discrimination RSA 193-F Student Safety and Violence Protection Act 12 RSA 193:38 Discrimination in Public Schools RSA 275:71 Prohibited Conduct by Employer RSA 275:78-83 Policies Relating to Nursing Mothers (Scroll down to sections 275:78-83) RSA 354-A State Commission for Human Rights RSA 354-A:1 (Human Rights) Title and Purposes of Chapter RSA 354-A:27 Opportunity for Public Education without Discrimination a Civil Right RSA 354-A:6 Opportunity for Employment without Discrimination a Civil Right

NH Dept of Ed Regulation
N.H. Code Admin. Rules Ed 303.01 (i) School Board Substantive Duties

Federal Regulations
34 CFR 108 Equal Access to Public School Facilities for the Boy Scouts of America and Other Designated Youth Groups 89 FR 29182 Pregnant Workers Fairness Act ("PWFA") Federal Statutes Description 20 U.S.C 1681, et seq Title IX of the Education Amendments of 1972 20 U.S.C. § 1400-1417 Individuals with Disabilities Education Act (IDEA) 20 U.S.C. § 7905 Equal access to public school facilities ("Boy Scouts of America Equal Access Act") 29 U.S.C. 621, et seq. The Age Discrimination in

Employment Act of 1967 29 U.S.C. 705 The Rehabilitation Act of 1973 - Definitions 29 U.S.C. 794 Rehabilitation Act of 1973 (Section 504) 36 U.S.C. Subtitle II Part B Organizations 42 U.S.C. 12101, et seq. Title II of The Americans with Disabilities Act of 1990 42 U.S.C. 2000c Title IV of the Civil Rights Act of 1964 42 U.S.C. 2000d et seq. Title VI of the Civil Rights Act of 1964 42 U.S.C. 2000e et seq. Title VII of the Civil Rights Act of 1964 42 U.S.C. 2000gg Pregnant Worker Fairness Act ("PWFA") 42 U.S.C. 218d Pump for Nursing Mothers Act ("PUMP Act")

Policy Committee notes:
November 2021- new Procedure to align with updates to policy AC
December 2022- reviewed in Policy Committee, added postal address/physical address and ready for Board Approval
December 2022 - first read by Board, sent back to committee.

Adoption Date: **March 5, 2025**

Revised Dates: **December 15, 2022; February 25, 2025**

Asbestos Management Plan Annual Notice of Availability

Each year we are required to notify parents of the existence of an Asbestos management plan for Lyme School. A copy of this plan is available in the SAU 76 office. We are fortunate that very little asbestos was used in the original construction of Lyme School (none in the 1995 remodeling). That which was used (some floor tiles and some above the ceiling pipe joints) are all properly sealed and regularly inspected as directed by the N.H. Department of Health and Human Services and the Environmental Protection Agency.

Student Discipline and Due Process Policy

The Lyme School Board recognizes the right of the Lyme School to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent of Schools or his/her designee. Due process and equal protection of the law shall be afforded to any pupil involved in a proceeding, which may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the School Board under the provisions of RSA 193:13 (School Board Policy JICD).

Policies for Family and Student Handbook

The online policies supersede any policies printed in this handbook. Below is not an exhaustive list. For specific guidance or questions, please contact the Principal.

Students		Environmental Safety	Instructional Program	Public Relations	School District Organization
JEB - Entrance Age	JICK - Pupil Safety and Violence Prevention	EBBC - First Aid and Emergency Care	IF - Instructional Approach	KF/KF-R - Procedures for Using School Buildings & Facilities	AC - Nondiscrimination
JFA/JFAA/JLCB - Residency	JICL - Internet Access for Students	EBCA - Emergency Plans	IHBA - Programs for Pupils with Disabilities	KFA - Public Conduct on School Property	ACAC - Title IX Sexual Harassment Policy and Grievance Process
JH - Attendance, Absenteeism and Truancy	JIH - Student Searches and their Property	EEA - Student Transportation Services	IJOA - Field Trips and Excursions	KJ - Advertising, Commercialism, and Contests in School	ADC - Tobacco Products Ban On Use and Possession
JIC -Student Conduct	JJE - Student Fundraising Activities	EEAE - School Bus Safety Program	IJOC - Volunteers	KNB-1/KNB-1R - Public Complaints	
JICD - Student Conduct Discipline and Due Process	JKAA - Use of Child Restraint and Seclusion	EFA - Availability and Distribution of Healthy Foods	IKB - Homework		
JICFA - Hazing	JLCD/JLCD-R - Administering Medications in Schools	EHAB - Data Security & Privacy Governance Plan	IKE - Promotion, Retention and Grade-Level Decisions		
JICG - Tobacco Products Ban on Use and Possession	JLCF - Wellness		ILBA - Assessment of Educational Programs		
JICI - Weapons on School Property	JRA - Student Records and Access				