Nashua School District

Policies and Procedures
for
School District Employees
Revised October 2013

The District publishes this booklet of approved Nashua Board of Education policies and procedures that relates to staff and instruction.

Each staff member should become familiar and are expected to be in compliance with the Board of Education policies in order to better serve students and protect the rights of students and employees. Any violation of these policies may result in disciplinary action.

A complete listing of all the Board of Education policies can be found on the district website. www.nashua.edu.
Board of Education

Superintendent of Schools

Assistant Superintendent Curriculum & Instruction
- Elementary Principals
- Director Special Education
- Title I Supervisor
- Curriculum Supervisors
- Peer Coaches

Assistant Superintendent Accountability & Assessment
- Middle School Principals
- High School Principals
- Co-Directors CTE Programs
- Director Athletics & Wellness
- Director Adult Education

Chief Operating Officer
- Director Business
- Director Food Service
- Director Plant Operations
- Director Transportation

Director ELL/Student Services
- ELL Services
- Student Services
- 504 Coord.

Director Human Resources

Director Grants/Comm. Dev.
- Nursing Services

Director Technology

Nashua School District
Organizational Chart effective July 1, 2011
Board of Education approved 6/27/2011
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NON-DISCRIMINATION

The Nashua Board of Education affirms its commitment to and compliance with all applicable state and federal nondiscrimination laws. The Director of Human Resources, Administrative Office, 141 Ledge Street, Nashua, New Hampshire 03060, telephone (603) 966-1000 will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination. This policy applies to all persons employed or served by the District.

Legal References:
RSA 354-A: 6, Opportunity for Employment without Discrimination a Civil Right
RSA 354-A: 7, Unlawful Discriminatory Practices
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX) - sex
The Americans with Disabilities Act of 1990 (ADA) - disability
Titles IV, VI and VII of The Civil Rights Act of 1964 (15 or more employees)
Title II of the Genetic Information Non Discrimination Act of 2008 (Title II)

See Appendix: AC-R

Replaces POPPS 1215

Board Approved: 4/21/2010
The following brief statement shall be used on permanent flyers and posters, small pamphlets and employment applications:

The Nashua Board of Education reaffirms its position of compliance with applicable State and Federal laws of nondiscrimination on the basis of race, color, national origin, religion, sex, sexual orientation, physical or mental disability, marital status, familial status, genetic information and age in admission to, access to, treatment in, or employment in the services, programs, and activities of the Nashua School District.

The Director of Human Resources shall review this statement annually to ensure that it reflects current Federal and State statutes on non-discrimination and that it is acceptable to the New Hampshire Department of Education.

See Policy AC

Board Approved: 4/21/2010
DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS

Definitions

1. Alcohol shall mean intoxicating liquor/beverages as defined in RSA 175:1, RSA 265-A:2, RSA 571-C:2.

2. Drug(s) or illicit drug(s) or illegal drug(s) shall mean controlled drugs/substances as defined by RSA 318-B.

The School District will provide a drug-free workplace in accordance with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 and the Drug-free workplace requirements for federal contractors, 41 U.S.C. §701. In compliance with these requirements, the District will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.

2. Provide a drug-free awareness program to inform employees about:
   a. The dangers of illicit drugs in the workplace;
   b. The District's policy of maintaining a drug-free workplace;
   c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and
   d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.

3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.

4. Establish the following as grounds for disciplinary action:
   a. Working under the influence of alcohol or illegal drugs, no matter where consumed.
   b. Having a container of alcohol or consuming alcohol on School property. (Any employee who finds any type of container of alcohol on School property should report it to the administration immediately.)
   c. Possessing or distributing controlled substances on School property.
   d. Consuming, possessing, or distributing alcohol or illegal drugs at official school functions not on school property.
DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS (cont'd)

5. Alert the local law enforcement agency of any suspected controlled drugs/substance violations of the policy as required by State or federal law.

6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
   a. Suspension
   b. Termination of employment
   c. Satisfactory participation in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State or local health or law enforcement, or other appropriate agency. In the case of drug abuse, any employee participating in a drug abuse program shall be removed from direct interaction with children until such time as the employee has successfully participated in the program and the District has determined that the employee is capable of performing his/her job without posing a risk to others or himself/herself.
   d. A verbal or written warning may be given for minor or incidental alcohol violations.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.

Legal References:

RSA 193-B, Drug Free School Zones
RSA 175:1, Definitions
RSA 265-A:2, Driving or Operating Under the Influence of Drugs or Liquor; Driving or Operating With Excess Alcohol Concentration
RSA 571-C:2, Responsibility to Minors
RSA 318-B, Controlled Drug Act
41 USC Section 701 Et. seq., Drug-free workplace requirements for Federal contractors
Public Law 101-226, Drug-Free Schools and Communities Act Amendments of 1989

Board Approved: 04/11/2011  [Replaces POPPS 8310 Drug Free Workplace 12/18/89]
TOBACCO PRODUCTS BAN
USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED
IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

No person shall use any tobacco product in any facility maintained by the School District, nor on any of the grounds of the District.

Tobacco products means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

Facility is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage and parking areas.

Signs shall be placed by the District in all buildings, facilities, and school vehicles stating that the use of tobacco products is prohibited.

Students

No student shall purchase, attempt to purchase, possess, or use any tobacco product in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Specific enforcement provisions for this will be detailed in the Student Behavior Standards and related student policies.

Employees

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District. Specific enforcement provisions for this will be detailed in policy GBED and related personnel policies.

All Other Persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all School District employees, who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.
TOBACCO PRODUCTS BAN
USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED
IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

Legal References:
RSA 155:64 – 77, Indoor Smoking Act
RSA 126 – K:6, Possession and Use of Tobacco Products by Minors
RSA 126 K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

R/Board Approved: 09/13/2010 [Replaces POPPS 4500 and 6411]
NASHUA SCHOOL DISTRICT PHILOSOPHY AND OBJECTIVES

Nashua schools receive students with a variety of abilities, interests, and experiences, and the schools use the resources provided by the community to implement a program of planned, sequential, instructional experiences and activities based on sound educational practices and research. The goal of the program is to develop the knowledge, skills, processes, and attitudes which students will need to be productive, responsible, and self-fulfilled members of schools and society.

To achieve this goal the District strives to develop students who are:

- able to acquire, communicate, and use information by applying skills in reading, speaking, listening, writing, spelling, viewing, calculating, and computing as well as organizing and evaluating information.

- able to make good decisions by gathering information, anticipating outcomes, making appropriate choices and accepting the responsibility for these choices.

- aware of the importance of achieving and maintaining good health, personal safety, and physical fitness.

- understand the basic techniques in art and music and the importance of the arts as a means of personal creative expression.

- able to use appropriate interpersonal skills and respect the rights and needs of others and themselves.

- cognizant of their own personal skills, talents, interests, abilities and needs.

- aware of the importance of responsible participation in the community and in society.

- aware of the need to respect and protect the environment and natural resources.

- accepting of their personal responsibility in the teaching/learning process.

In accomplishing these goals the school acknowledges the individual needs of its students in level, rate, and style of learning and provides a variety of appropriate instructional, enrichment, and extra-curricular experiences. The commitment is to provide each student with challenging experiences and the necessary support to assure that each student achieves these goals to the maximum of his/her potential within the available resources of time, personnel, and materials. Students should ultimately develop the skills and competencies to continue their education and/or obtain gainful employment.
The Nashua schools are committed to a cooperative relationship and open communication among the home, the school, and the community to assure that a nurturing and supportive environment is provided for the students and that opportunities to reinforce these goals occur in all of the students' experiences.

R3/30/87
SEXUAL HARASSMENT

Acts of sexual harassment by employees or students of the Nashua School District or persons doing business with the District with whom a student or employee may interact in order to fulfill job or school responsibilities is a violation of Nashua School District policy and subjects the offending individual to sanctions and/or disciplinary measures including expulsion of students and termination of employment.

For purposes of this policy sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; or

Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating a hostile, intimidating or offensive environment.

Sexual harassment may include but is not limited to: sexual innuendo; verbal harassment, including epithets, derogatory comments or slurs; physical harassment, physical interference with movement or work, or visual harassment such as derogatory cartoons, drawings, posters or graffiti.

Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex. Sexual harassment is determined solely from the perspective of the recipient as determined by the standard of how a reasonable person of the same gender/position would interpret the incident.

Individuals shall not be retaliated against, reprimanded or discriminated against in any way for initiating an inquiry or complaint or testifying, assisting or participating in any manner in an investigation, proceeding or hearing conducted by an authorized investigative body. The rights of an individual against whom a complaint is brought will also be protected.

Some forms of sexual harassment are considered violations of criminal law and as such must be referred to legal authorities.

Employees are required and students shall be encouraged to immediately report any disclosure of a potential violation of this policy or any suspicion of a violation to the building principal and/or assistant superintendent and/or superintendent of schools.

All formal complaints may be processed in accordance with POPPS policies 3441 Student-Parent Discrimination Complaint Procedures For Titles VI & IX, 8410 Procedure for Conducting Impartial Due Process Hearings Under Section 504 of the Rehabilitation Act of 1973, and 8420 Grievance Procedure for Addressing Student/Parent and Employee Complaints Alleging Discrimination or Harassment on the Basis of Race, Color, National Origin, Religion, Sex, Disability, or Age which are non exclusive. Complainants are not required to exhaust administrative remedies in processing complaints. Nothing herein limits the authority of the District to take disciplinary action or otherwise address instances of sexual harassment consistent with its management rights and obligations.

This policy shall be considered in conjunction with POPPS policy 1215 Non-Discrimination.

Bd. Approved 3/30/87
R 12/20/93
R 6/23/99
Reviewed/Bd. Approved 03/25/02
ACCIDENT REPORTS

In case of accident, the responsible party must fill out an accident form the day of any accident involving the student.

The procedures for accidents and accident reporting are to be reviewed in September by the Principals, with the staffs of each school.

For other than minor accidents a report shall be filed with the principal within twenty-four (24) hours. If the accident involves the services of a physician and/or is likely to result in an insurance claim, two accident reports are to be prepared: one copy filed at the school office and one copy to the District's insurance agent. If the incident is not one involving a physician and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed at the school.

If the incident is one involving the use of an Automated External Defibrillator (AED), the School Nurse, or his/her designee, shall report all instances of the AED use with the New Hampshire Department of Safety. See incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

Legal Reference:

NH Code of Administrative Rules – Section Ed. 306.12(b)(1), School Health Services

Appendix KFD-R, NH Department of Safety Incident Report Form

Board Approved: 05/12/2008
EMERGENCY CARE AND FIRST AID

All School personnel, teachers and/or administrators have the duty in the event of an injury or other emergency to assess the extent and severity of the injury or emergency occurring in school or at school sponsored activities and if possible to administer first aid and/or summon appropriate assistance; (2) Notify Superintendent or designee (3) Notify the parents and (4) File an accident/injury report.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency. The Superintendent or designee will ensure that at least one person other than the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed. Copies of the certification would be kept on file at the District and the School.

The school shall obtain at the start of the school year emergency contact information of all staff members and students’ parents or legal guardians.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in the case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Legal References:
RSA 200:40, Emergency Care
RSA 200:40-a, Administration of Oxygen by School Nurse
NH Code of Administrative Rules, Section Ed. 306.12(b), School Health Services

Board Approved: 05/27/2008
BUILDINGS AND GROUNDS SECURITY

The Superintendent, or his designee, will develop and maintain a District Security Plan which will ensure the health, welfare and safety of all students, staff and visitors to District property and to safeguard District buildings, grounds, and equipment. The District Security Plan will be reviewed annually.

The District Security Plan will establish guidelines for the placement of audio and video surveillance devices to ensure that each device contributes to the overall security and safety concerns. The District Security Plan will also establish the time periods that video and audio surveillance recordings will be kept secure and confidential.

The District Security Plan will incorporate by reference the Emergency Preparedness Plans that the District is required to develop for each school.

The District Security Plan will incorporate by reference the security and surveillance plans developed for District bus transportation.

School principals shall be responsible for implementing the District Security Plan for their buildings. Non-instructional buildings shall each have a staff member designated as the building safety coordinator.

Both the initial version and updates to the District Security Plan will be reviewed and approved by the Board of Education.

Board Approved: 04/12/2010
SAFE SCHOOLS PROCEDURES

Introduction

The procedures set forth below are not designed to restrict or limit access to Nashua Public Schools for individuals who have legitimate reasons for being in the schools. Rather, these procedures have been established to properly identify all visitors to District buildings and control access so that only visitors with legitimate business are allowed to enter Nashua Public Schools. An effective access control policy will enhance the overall security of District buildings and prepare each building to respond to an emergency event.

Employee Identification

1. All employees will be issued photo identification/proximity reader cards by the District at the time of initial employment or transfer to a new position, including continuing and long-term substitutes. IDs will be provided either through the Central Office Human Resources Office for all District elementary and middle school staff, or through the appropriate high school principal’s office. In a limited number of instances, the Superintendent or designee may authorize the Human Resources Office to issue an identification card to a contractor providing services to the District on a regular basis.

2. Official photo identification must be worn above the waist at all times by employees so that the ID is easily recognizable to other employees, visitors and students. Additionally, employees with keys to classroom doors shall wear those keys on lanyards at all times to provide immediate access to the keys in the event of a lockdown. Alternatives to lanyards may be approved by a school administrator.

3. Should an employee forget to bring his or her ID card and keys to school, the main office will issue a lanyard with a proximity reader/non-photo identification card and keys which can lock any classroom door. The employee will be asked to render his/her driver’s license or other form of identification to the school secretary at the time the lanyard is provided. The identification will be returned to the employee when the lanyard is returned at the end of the day.

4. Upon receipt of a personnel action form terminating a staff member from the employ of the Nashua School District, the HR Office or high school principal will remove the employee from the access control system. The principal shall also retrieve the ID card and keys from the employee at the time of separation from the District and forward it to the Human Resources Office or high school principal’s office.

5. Each employee must immediately report the loss of an employee identification card to the principal or principal’s designee. The school office must then make arrangements with the Human Resources Office or high school principal’s office, as appropriate, for the employee to obtain a new identification card.

6. An employee will be provided with one free replacement card once every three years. Thereafter, the employee will be charge $10 for each additional replacement of his or her identification card within the three year period. The District may periodically re-issue identification cards to all employees.

7. Employee identification will be accepted for access at every school, although employees other than Plant Operations maintenance personnel must sign in on the visitor logs in schools to which they are not routinely assigned. Plant Operations maintenance personnel are required to radio the head custodian of their presence when they arrive at a school.

8. There will be a zero tolerance policy for employees releasing their issued employee identification cards to other unauthorized staff members, students or members of the public. Staff members found in violation of this policy will be subject to disciplinary action, up to and including dismissal.

Substitute Identification

1. At the beginning of his/her shift, a substitute will report to the main school office where he/she will be issued a lanyard with a proximity reader/non-photo identification card and keys to lock classroom doors. The lanyard shall be worn at all times. The substitute will be asked to render his/her driver’s license or
Visitor Identification

1. All visitors are required to sign in at the school’s main office.

2. All schools will have a visitor log located in the main office for visitors to sign before proceeding further into the school. The visitor log shall consist of the date of the visit, the visitor’s full name, the time in and the time out, who he/she is visiting, and the purpose of the visit.

3. Each visitor will be required to display an official school visitor pass on the outside of his/her clothing above the waist at all times until he/she signs out to leave the building. The pass will be a disposable sticker, and must include the visitor’s name as well as the school and date of the visit.

4. It is the responsibility of each visitor to sign out of the building each day and, if applicable, return his/her pass to the school office.

5. All visitor login sheets and other documents pertaining to visitor entry should be kept of file with the school for the duration of the school year.

Vendor/Contractor Identification

1. Any vendor or contractor requiring access beyond the main office, kitchen or loading areas shall be required to sign in as a visitor and receive a temporary visitor’s pass. Vendors shall present appropriate identification, such as an employee’s identification badge or driver’s license.

2. When delivery supplies or working inside a District building, the principal may require the vendor to be accompanied by authorized school personnel.

Occupancy Accountability

1. Each school must develop a procedure to access lists of all students present in the building at the point an emergency incident occurs at the school. These lists must be readily accessible and transferable during an emergency event. Each school should designate a primary and alternate staff member responsible for this task during any incident that requires occupancy information.

2. Any lists of adults present in the building shall be readily accessible and transferable during an emergency event, with a primary and alternative staff member responsible for this task during any incident that requires occupancy information.

Access Control During the School Day – Classroom and Building Doors

1. All classroom doors must be shut and locked when classrooms are unoccupied. Custodial and mechanical closets must also be locked at all times unless Plant Operations staff is present.

2. Doors may be unlocked for morning entry points for arriving students and dismissal passage at the end of the school day. All entrances must be locked during the school day from the start of classes until dismissal.

3. Building administrators have the discretion to temporarily unlock doors during the school day for special school events that may require usage of these doors by parents and other visitors to the events.

4. All school doors opened for arriving students, student dismissals, visitors for special events and other occasions during the school day shall be monitored by school staff.

5. All schools, where applicable, will develop a system utilizing theatre style roping systems to funnel visitors into the main office for screening upon building entry.
6. All visitors to elementary and middle school building main entrances and kitchen/loading dock doors will be screened by main office personnel viewing CCTV monitors and requesting visitors to state their names and business prior to entering the building. Visitors to NHS North and NHS South will have their initial screening, identification verification and pass issuance completed through the security station.

7. School personnel have the authority to deny a visitor access to the building, and to request further identification before he or she is permitted to enter the building. In all cases where access is denied, an administrator shall be notified immediately of the circumstances of the denial. Personnel should not step outside of the building to conduct additional screening. If there is any indication that the visitor may be agitated, dangerous or unstable, the School Resource Officer or Nashua Police Department should be immediately notified.

8. Unauthorized opening of perimeter doors expose buildings to undue risk and defeats the purpose of the security system developed by the District. Because of the seriousness of this violation, security personnel and school administrators must make all reasonable attempts to identify and take appropriate disciplinary action against offenders.

**Portable Classrooms**

1. All portable classroom doors must remain locked while classes are in session.

2. A student who is approved by a staff member to travel to and from the main building during class time will be provided with a temporary proximity card to gain access to the main building.

3. The access control system will be programmed to unlock designated doors at the main building to enable students to move freely between the school building and portable classrooms during class transition times.

4. The school principal is responsible for ensuring that during class changes at least one staff member is assigned to be outside between the main building and portables monitoring the safe transition of students from one building to the other and assuring no unauthorized individuals attempt to enter the building.

**School Dismissals**

1. All schools must establish a dismissal process that allows for an orderly school dismissal, monitored by school personnel at each perimeter door utilized for the dismissal.

2. Schools shall follow the procedures for early dismissal of students as outlined in procedure JH-R, *Student Attendance Procedures*.

3. Any other special circumstances for dismissal, whether temporary or permanent, and requiring an older sibling, relative or neighbor to accompany a student must be authorized in writing and signed by the student’s parent or guardian.

**After School Activities and Security Procedures**

1. Following the dismissal of students, all school doors not designated as after school entrances should be secured by the school personnel at those doors. Within 30 minutes after dismissal school maintenance staff will insure that these school doors are secured and locked.

2. If schools do require access for after school activities, unique procedures for each school must be developed to allow for specific doors to remain open for those activities.

3. Each after school/weekend activity will have a designated advisor who is responsible for ensuring the supervision of participants.
Access Control Program Administration

1. All access control technology and equipment will be purchased and maintained through the Plant Operations Department. Requests for repairs to access control technology and equipment must, therefore, be made through the Department’s work order process.

2. Any serious violations of access control policies and/or procedures may, in fact, be illegal and constitute trespassing or a violation of other criminal statutes. In circumstances where a criminal violation may exist, a report must be made immediately to the Nashua Police Department.

3. In consultation with the Director of Plant Operations, the Superintendent shall designate one supervisor in the Plant Operations Department to provide district-level oversight of school security procedures and access control program administration. This individual may periodically conduct internal reviews or audits at the District or school level to assure compliance with policies and procedures.

Keys

1. All new Nashua School District keys must be stamped with an identification number in order to be correctly tracked and inventoried.

2. All schools will be responsible for maintaining a key log provided by the Plant Operations Department. The key log will note each numbered key issued, who the key was issued to, what areas the key will unlock, and when the key was returned.

3. The school principal is responsible for ensuring that all keys are appropriately issued to new employees and documented through the key log, and for ensuring that all keys are appropriately returned and signed back in when an employee leaves the employ of the School District or transfers to another building.

4. An employee must immediately report a lost or missing key to the school principal or designee.

5. Inside master keys and outside master keys shall only be issued to administrative and maintenance staff. Outside master keys may only be issued to those staff members who have a pin code to arm/disarm the security alarm system.

6. There will be a zero tolerance policy for employees releasing their issued key(s) to other unauthorized staff members, students or members of the public. Staff members found in violation of this policy will be subjected to disciplinary actions, up to and including dismissal.

Alarm Codes

1. All requests to issue new alarm system pin codes or remove existing codes from the alarm system shall be approved by the Plant Operations Department. Staff members who do not hold an outside master key or have after-hours access privileges assigned to their access control employee identification card will not be issued an alarm system pin code.

2. It is the duty of the principal to immediately notify the Plant Operations Department of any staff member holding an alarm system pin code who leaves the employ of the District or transfers to another building.

3. Alarm system pin codes will only be issued to administrative staff, maintenance staff, and select high school athletic staff.

4. There will be a zero tolerance policy for employees releasing their issued pin code to other staff members, students or members of the public. Staff members found in violation of this policy will be subjected to disciplinary actions, up to and including dismissal.

BOE Approved: 09/09/2013
EMERGENCY RESPONSE ACTIONS

LOCKDOWN is activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.

- Report to the nearest room or Area of Refuge.
- Close and lock the doors and windows.
- Cover the door window if necessary.
- Move students so that they cannot be seen.
- Shut off lights.
- Remain quiet.
- DO NOT evacuate if the Fire Alarm sounds but stay aware of the situation.
- Wait for further instructions.
- Be prepared to institute other Response Actions as necessary.
- If outdoors, DO NOT reenter the building; immediately go to an outside Area of Refuge.

SECURE CAMPUS is activated by school principal via school intercom to protect staff and students from a threat from outside the school building.

When indoors, staff and students should:

- Close all windows and curtains, particularly at ground level.
- Check that all exterior doors are closed and locked.
- Continue normal academic functions unless informed to take another action or Secure Campus is terminated.

When outdoors, staff and students should:

- Activate Reverse Evacuation. (See Reverse Evacuation Procedure.)
- Cancel all outdoor activities.

SHELTER IN PLACE is activated by school principal via school intercom to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material.

- Close all windows and curtains, particularly at ground level.
- Check that all exterior doors are closed and locked.
- Shut off heating and air-conditioning equipment and fans.
- Close all vents that can potentially carry outside air into a building. Vents that cannot be secured should be covered by utilizing duct tape and plastic.
- Escort all students to a secure place.
- Limit entry and dismissals through one point of entry and only if deemed essential.
- Await further information.

DROP, COVER & HOLD is activated by school principal via school intercom to protect staff and students from falling objects or items that may become projectiles.

- Face away from windows.
- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is not suitable furniture available, cover face and head with arms. Remain in drop position until given further instructions.
- Evacuate or implement another Response Action as the situation dictates.

SCAN is activated by school principal via school intercom during a bomb threat.

- Remain calm.
- Look around your room for anything that you are unable to identify.
- Scan: high, middle, and low.
- DO NOT move, open or touch suspicious objects
- DONOT use the walkie-talkies or cell phones.
- If something unidentifiable is found, evacuate room to safer area.
- Notify Administration; describe suspicious item.
- Calmly inform designated personnel assigned to your area.
- Remain quiet and wait for further instructions.

REVERSE EVACUATION is activated when staff and students enter the school quickly in order to avoid a dangerous situation outside the school.

- Walk quickly to the nearest entrance.
- Notify the principal/office as soon as possible (if action wasn’t initiated by the office).
- Report to a designated meeting area, check for injuries.
- Take attendance.
- Remain quiet and wait for further instructions.

EVACUATION is activated when it is necessary for staff and students to exit the school building.

- Exit the school by the nearest and safest exit—do not pick up coats or belongings.
- Gather at the designated meeting area.
- Staff will take attendance.
- Staff will observe the students for signs of heat or cold exposure.
- Await further instructions.

In some cases it may be necessary to evacuate the school one room at a time. In the instance of internal hazardous material spill evacuate the immediate area of danger and notify the office of the situation. In the instance of a dangerous intruder, follow the instructions of emergency personnel.

ATTACH BUILDING FLOOR PLAN FOR CLASSROOM EVACUATION ROUTES HERE
VIDEO AND AUDIO RECORDING ON SCHOOL PROPERTY

The Board authorizes the use of video and audio recording on District property for:

A. Safety and Security Monitoring

The Board authorizes the use of video recording devices on District property as provided by policy ECA, to ensure the health welfare and safety of all students, staff and visitors and to safeguard District buildings, grounds and equipment. The Superintendent may approve other locations for surveillance devices in accordance with policy ECA.

Signs will be posted on school buildings to notify students, staff and visitors that video may be in use. Parents and students will also be notified through the student handbook. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.

Recordings containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or applicable law. Release or review of recordings will be in accordance with the law.

Recordings may be reviewed by District personnel for discipline and evaluation purposes. If disciplinary action is taken as a result of the recordings, the parent/guardian of the student may request to review them with the Principal or Superintendent.

Video recordings used in a disciplinary action may become a part of a student’s educational record or a staff member’s personnel record. The district will comply with all applicable laws related to record maintenance and retention.

B. Use in Instructional Programs

The Board encourages the use of video and/or audio devices by classroom teachers in instructional programs so long as they are in accordance with Board policies and applicable statutes.

C. Students Who Require Assistance

The Board authorizes the use of recording devices for students with IEP or 504 plans that call for their use and in accordance with policy IHBAB.
VIDEO AND AUDIO RECORDING ON SCHOOL PROPERTY (Continued)

D. Use by Nashua Educational and Government Access Television

The Board authorizes audio and video recording by Nashua Educational and Government Access Television. All such recordings will comply with policies and procedures of Nashua Educational and Government Access Television and the polices and procedures of the Nashua Board of Education.

E. Recording of school sporting, social and cultural events

The Board Authorizes audio and/or video recordings of school sporting social and cultural events by members of the public, students and staff for personal use and by students and staff for archival, review and other educational uses.

F. Other Authorized uses

The Board authorizes other uses of recording approved by the Superintendent and in accordance with Board policies and applicable federal and state statutes, rules and regulations. All other uses of video or audio recording on District property by students or staff are prohibited.

Legal References:

- 20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)
- 34 C.F.R. 99, Family Educational Rights and Privacy Act Regulations
- Appendix: JICC-R & EEA-R
- Revised: September 2008
- Revised: February 2008
- New Policy: February 2006

Board Approved: 05/10/2010
R/Board Approved: 8/16/2010
EMPLOYEE USE OF
NETWORK RESOURCE AND TELECOMMUNICATIONS (NRT) SYSTEMS

The Nashua School District has established this policy with regard to access and disclosure of information composed, stored, sent, or received by employees using the District's Network Resource and Telecommunications Systems (NRT).

1. In general, employees of the District are expected to communicate in a professional manner consistent with City, State, and federal laws governing the behavior of school employees and with federal copyright laws.

2. NRT systems are owned by the District. All messages, data, or conversations (information) composed, stored, sent, or received using these systems, including erased files that are recoverable, are and remain the property of the District.

3. The District reserves, and may exercise without prior notice, the right to read, review, audit, intercept, access, or disclose any and all information composed, stored, sent, or received by employees over NRT systems for any purpose, even if coded or passworded. Notwithstanding the District's right to retrieve and monitor information as outlined herein, such information should be treated as personal by other employees and accessed only by the intended recipient. Any exception to this policy must receive prior approval by the Superintendent.

4. NRT systems may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations.

5. The District prohibits the sending of discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages or pictures which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.

6. Generally, NRT systems are to be used for business purposes only, with the following exception: Personal use of NRT systems during working hours is permitted on a very limited basis as long as it does not interfere with the employee's job performance or the operation of the District, does not otherwise violate this policy or any other District policies, and does not result in additional costs to the District.

7. The District has the authority to terminate or limit access to any program or NRT system at any time.
EMPLOYEE USE OF NETWORK RESOURCE AND TELECOMMUNICATIONS (NRT) SYSTEMS (continued)

District E-mail

a. In general, e-mail users are expected to communicate in a professional manner consistent with City, State, and federal laws governing the behavior of school employees and with federal copyright laws.

b. The Board of Education expects that teachers and other staff members will use e-mail only for educational and professional purposes, except as noted in #6 above.

c. Communications over District e-mail accounts should not be considered private. The District reserves the right to monitor traffic passing through its system. Ordinarily, this would be done only if the District suspects activities that do not comply with applicable laws or this policy.

d. Use of e-mail for personal solicitation and benefit (for example, an e-mail sent out to staff advertising an apartment for rent) is strictly prohibited.

e. Users should use extreme caution when communicating sensitive information using electronic mail.

f. Access to District e-mail and all NRT systems will be terminated when an employee ends employment with the District.

Legal Reference:

RSA 194:3-d, School District Computer Networks

Approved: 10-16-06
R/Approved: 04/09/07 (Replaces POPPS 11500)
BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

Background Investigation

The Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history and other applicable background of any person considered for employment with the district, or as a student teacher or educational intern. This investigation shall be completed prior to finalizing an offer of employment or student teacher and educational intern placements. The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

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

Any person for whom the Board requires a Criminal Records Check shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check, unless otherwise determined by the Board.

Criminal Records Check

Each person considered for employment by the Board whose duties require regular contact with pupils must submit to a State and FBI Criminal Records Check.

“Persons regularly in contact with students” means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons whom the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check.

Volunteers

Designated Volunteers are subject to a background investigation/Criminal Records Check. A “designated volunteer” means any volunteer who:
BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

(continued)

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

Volunteers not categorized as “Designated Volunteers” will not be subject to a background investigation or Criminal Records Check.

Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State and FBI Criminal Records Check.

No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process and has completed a background investigation.

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

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

Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has been convicted of the following offenses, as referenced in RSA 189:13-a, V: (1) murder, or (2) child pornography, or (3) aggravated felonious sexual assault, (4) felonious sexual assault, (5) kidnapping, (6) manufacturing, selling, administering, dispensing or distributing any controlled substance(s) on school property, or (7) sexual misconduct within an education setting in this state; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.
BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK  
(continued)

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

The Superintendent, or designee, will transmit all Criminal Records Checks to the State Police, who will then screen the Criminal Records Check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.

When the District receives a notification of a felony conviction from the State Police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person within twenty-four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

Additional Criminal Records Checks

The Board may require a Criminal Records Check of any employee at any time.

Legal Reference:

RSA 189:13-a, School Employee and Volunteer Background Investigations

Appendix GBCD-R: Technical Advisory, School Employee Background Investigation, Including A Criminal History Records Check, N.H. Department of Education, November 27, 2000

Replaces POPPS 8214.2

Board Approved: 11/13/07
PROFESSIONAL ETHICS

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and nurturance of democratic principles. Effective teaching requires the services of men and women of high ideals, broad education, and human understanding.

To maintain and promote these essential qualifications, all persons engaged in educational work and support positions in the Nashua School District whether in teaching, administrative, supervisory, or support capacities, must observe high standards of conduct across all forms of communications in their professional relationships, both in and out of school. These standards include:

A. All employees in relations with students, parents, or others, are expected to be just, courteous, and professional.

B. Educators shall base all interactions and relationships with students upon mutual respect and trust; an understanding of the appropriate boundaries in an educational setting; and behaviors consistent with the educational mission of our schools.

C. Educators should guide their students to an appreciation and practice of the principles of democracy.

D. It is the duty of educators to maintain their own effectiveness by study, by travel, or by any other means which will keep them abreast of the world in which they live in and alert them to the trends in education.

E. Educators should appreciate the importance of their contribution to society.

F. Educators should refrain from using classroom privileges and prestige to promote partisan or personal politics, sectarian religious views, or flagrant personal bias of any kind.

G. Appointments to positions and promotions within the school system should be based solely on merit. The use of pressure on school officials for appointments or promotions is, therefore, unethical.

H. All employees must comply with privacy laws and preserve the confidentiality of student and employee data/information.

Revised: 12/19/94
R/Board Approved: 09/25/00
R/Board Approved: 03/25/02
Revised for Grammatical Corrections: 09/21/04
Board Approved: 01/09/12
R/Board Approved: 03/12/12

Replaces POPPS 8214.4
COMMUNICATING ELECTRONICALLY WITH STUDENTS

The Nashua School District recognizes that today’s students are deeply engaged in electronic forms of communication for their daily interactions with friends, family and their larger social networks. As educators, we too have turned to email, websites, blogs, text messaging, and use of social media websites such as Twitter, Facebook, and others to communicate with similar groups. Whereas these forms of communications are dynamic, mobile, and quickly reach their audience through technologies that have become an integral part of our online lives, they must meet the high public and professional standards we have set for ourselves.

The expectations outlined in this document are designed for the purpose of:

1. Protecting the students, staff, and the District
2. Raising awareness of acceptable ways to use electronic communication tools when communicating with students; and
3. Raising awareness of the positive and negative outcomes that may result in using these tools with students.

The following is a set of expectations that all members of the Nashua School District professional community are expected to adhere to when communicating with students electronically through social media, email, etc.

Does the communication pass the TAP Test?

Electronic communication with students should always be Transparent, Accessible, and Professional as defined below:

1. The communication is transparent. ALL electronic communication between staff and students should be transparent. As a public school district, we are expected to maintain openness, visibility and accountability with regard to all communications. Whenever possible, District email or other District sponsored communication vehicle should be used.

2. The communication is accessible. ALL electronic communication between staff and students is part of the District archives, and/or may be accessible by others. Staff should not have an expectation of privacy with respect to these communications.

3. The communication is professional. ALL electronic communication from staff to student should be written as a professional representing the District. This includes word choices, tone, grammar and subject matter that model the standards and integrity of a District professional. Always choose words that are courteous, conscientious, and generally businesslike in manner.

If your communication meets all three of the criteria above, then it is very likely that the methods of communicating with students that you are choosing are very appropriate; moreover, encouraged.

Refer to Nashua School District Policy GBEA, Professional Ethics.

Staff is cautioned about the inadvertent release of personal or confidential student information under FERPA. Refer to Policies 3340, 3440.1, ECA, and IMBA for additional information.

Board Approved: 03/12/2012
DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS

Definitions

1. *Alcohol* shall mean *intoxicating liquor/beverages* as defined in RSA 175:1, RSA 265-A:2, RSA 571-C:2.

2. *Drug(s) or illicit drug(s) or illegal drug(s)* shall mean *controlled drugs/substances* as defined by RSA 318-B.

The School District will provide a drug-free workplace in accordance with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 and the Drug-free workplace requirements for federal contractors, 41 U.S.C. §701. In compliance with these requirements, the District will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.

2. Provide a drug-free awareness program to inform employees about:
   a. The dangers of illicit drugs in the workplace;
   b. The District's policy of maintaining a drug-free workplace;
   c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and
   d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.

3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.

4. Establish the following as grounds for disciplinary action:
   a. Working under the influence of alcohol or illegal drugs, no matter where consumed.
   b. Having a container of alcohol or consuming alcohol on School property. (Any employee who finds any type of container of alcohol on School property should report it to the administration immediately.)
   c. Possessing or distributing controlled substances on School property.
   d. Consuming, possessing, or distributing alcohol or illegal drugs at official school functions not on school property.
DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS

5. Alert the local law enforcement agency of any suspected controlled drugs/substance violations of the policy as required by State or federal law.

6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
   a. Suspension
   b. Termination of employment
   c. Satisfactory participation in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State or local health or law enforcement, or other appropriate agency. In the case of drug abuse, any employee participating in a drug abuse program shall be removed from direct interaction with children until such time as the employee has successfully participated in the program and the District has determined that the employee is capable of performing his/her job without posing a risk to others or himself/herself.
   d. A verbal or written warning may be given for minor or incidental alcohol violations.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.

Legal References:

RSA 193-B, Drug Free School Zones
RSA 175:1, Definitions
RSA 265-A:2, Driving or Operating Under the Influence of Drugs or Liquor; Driving or
Operating With Excess Alcohol Concentration
RSA 571-C:2, Responsibility to Minors
RSA 318-B, Controlled Drug Act
41 USC Section 701 Et. seq., Drug-free workplace requirements for Federal contractors
Public Law 101-226, Drug-Free Schools and Communities Act Amendments of 1989

Board Approved: 05/9/2011
TOBACCO-FREE WORKPLACE FOR EMPLOYEES

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED
IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Employees

Employees who are found in violation of this policy shall be subject to the following:

- **First offense**  
  Verbal warning by designated person in each facility

- **Second offense**  
  Written warning by designated person in each facility

- **Third offense**  
  Referral to police by designated person in each facility; subject to disciplinary personnel action

- **Fourth offense**  
  Subject to termination of employment

**Statutory References:**

RSA 155:64 – 77, Indoor Smoking Act
RSA 126-K:6, Possession and Use of Tobacco Products by Minors
RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

Board Approved: 09/13/2010  [Replaces POPPS 4500 and 6411]
FAMILY AND MEDICAL LEAVE ACT

The District provides eligible employees with job protected leave for family and medical circumstances in accordance with the Federal and Medical Leave Act of 1993, as amended ("Act" or "FMLA"). This policy summarizes the key provisions of the Act as it applies to eligible employees of the School District. Employees should consult Human Resources and the Act for more specific definitions and criteria for use. It is not the intent of this Policy to provide additional or different provisions than those specified in the Act and its implementing regulations.

Employee Eligibility

An employee is eligible for Family or Medical Leave if the employee has been employed for the past twelve months and has worked at least 1,250 hours during the prior twelve months. Time spent by an employee fulfilling military service obligations (National Service or Reserves) is counted in meeting hours of employment.

Qualifying Events

Family medical leave shall be provided:
1. For birth of a son or daughter, and to care for the newborn child,
2. For placement with the employee of a son or daughter for adoption or foster care,
3. To care for the employee’s spouse, son, daughter, or parent with a serious health condition,
4. Because of a serious health condition that makes the employee unable to perform the functions of the employee’s job,
5. Because of any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) and
6. To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member in support of a contingency operation.

Leave Time Available

The Nashua School District recognizes that eligible employees have access to unpaid, job protected family and medical leave for up to twelve (12) weeks during a specified twelve (12) month period. The specified twelve (12) month period as provided for by FMLA is the "rolling" 12 month period measured backward from the date the employee uses any FMLA leave.

ConcURRENCY and Use of Leave Time

FMLA shall occur concurrently with any paid or unpaid leave granted pursuant to any collective bargaining agreement or Board approved leave policy. The District requires an employee to use accrued leave time, including sick, vacation, personal, compensatory or time approved from the Sick Bank consistent with the applicable collective bargaining agreement or School District approved policy.

Additional District Required Documentation and Procedures

The District requires medical certification from a health care provider using the respective Department of Labor forms. The District may deny FMLA leave if the applicable form is incomplete or the information provided is insufficient.
FAMILY AND MEDICAL LEAVE ACT
(continued)

Posting Notice

The District shall post a notice prepared or approved by the Secretary of Labor stating the pertinent provisions of the Family and Medical Leave Act, including information concerning the enforcement of the Act.

Board Approved: 9/12/2011
EVALUATION OF EXTRACURRICULAR ADVISORS AND ATHLETIC COACHES

The Nashua Board of Education strongly supports the commonly held belief that coaches and student advisors have a significant impact on the total development of Nashua’s student body, and that the coaches and advisors strongly influence the experiences that students have in Nashua’s secondary schools. If this impact is accepted, then it naturally follows, we believe, that coaches and advisors shall:

- recognize and support the District’s educational objectives;
- encourage progress towards a diploma and a life-long continuation of learning;
- assist students in maintaining a balance in their varied roles;
- support students in realizing their personal, professional and academic goals.

The development of strong, competent, dedicated coaches and student advisors who are role models that exemplify high moral character and respect to students are among the major objectives of the Board of Education. The Board recognizes that thorough, regular appraisal of performance is critical to the realization of District goals. The primary purpose of personnel evaluation is the growth of individual staff members, the strengthening of the school staff as a whole, and improvement of student support services provided.

The Superintendent and administrative staff will develop procedures and instruments for evaluation in line with the following general guidelines:

- The Board expects principals and supervisors to exert every effort to encourage staff members to develop their performance to an optimum degree.

- Performance appraisal will be continuous; it will not be limited to items and procedures set for formal evaluations.

- The evaluation process will make use of self-evaluation, supervisor evaluation, and student and parent feedback.

- When aspects of a staff member’s performance are in need of improvement, the Principal or supervisor will specifically identify those areas needing improvement and will develop a plan of assistance. Subsequent evaluations will address themselves to any improvement or to any continuing difficulty that is observed.

- To provide for objectivity and uniformity, observations and evaluations will be carried out in accordance with the guidelines set forth in administrative regulations which have been developed cooperatively by the administration and staff.

The evaluation system will be monitored for all positions specified in academic eligibility policy (POPPS 10213) but not be a contract obligation of the District or a contract right of the employee. It is not intended to create, nor will it be construed or understood to create, an expectation or assurance of continued employment. Neither the substance nor the content of the evaluation will be subject to the grievance procedure.
The evaluation will cover the major areas of the coach's/advisor's responsibilities and will include the following:

- specific coaching or extra-curricular assignments;
- relationship with students, parents, and community;
- relationship with supervisors, teachers, fellow coaches, and advisors;
- work habits.

The evaluation criteria shall be based on the respective job descriptions, available handbooks, i.e. coach's handbook, and other criteria specified by the Principal, or his/her designee, and where appropriate, the Athletic Director. The Principal, or his/her designee, and where appropriate, the Athletic Director, has the responsibility for informing each employee in advance of the evaluation what the criteria are. The Athletic Director will prepare a draft of his/her evaluation of the head coach. This draft will be reviewed by the building Principal. A composite of the thoughts of the two parties will be the basis of the head coach's final evaluation. The extra curricular advisor will be evaluated by the Principal or his/her designee.

**Evaluation Procedure for Coaches and Advisors**

1. Coaches and advisors shall be evaluated at the conclusion of the season for each sport he/she is coaching or the student activity. The written evaluation shall be completed within four weeks of the conclusion of each of the coach or advisor's assignment.

2. The Principal, or his/her designee, and the Athletic Director shall share the evaluation with the coach or advisor during a scheduled conference within a six-week period at the conclusion of each of the coach's or advisor's assignment.

3. The coach or advisor shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, but the signature shall not imply concurrence with the findings.

4. The coach or advisor has the right to include a written statement as an addendum to the evaluation. The addendum must be completed and submitted to the supervisor within five (5) days of the conference.

5. The head coach or advisor will evaluate his/her staff before meeting with the Principal and, where appropriate, the Athletic Director, to review the staff's performance.

6. Evaluations shall be submitted to the Superintendent or designee by the end of the evaluation time line.

**Improvement Plan for Coaches and Advisors**

1. An improvement plan shall be developed by the Principal or Athletic Director when a coach's or advisor's performance is unsatisfactory in an area of coaching or advising responsibility.
2. The improvement plan shall designate how the employee shall meet performance criteria. The improvement plan shall:

   a. identify the deficiencies;

   b. specify the corrective action to remediate the deficiency(ies);

   c. contain the time frame for monitoring and deadlines for meeting the criteria;

   d. apply to one season or advisor assignment,

   e. describe the resources and assistance available to assist in correcting the deficiency(ies);

3. After an employee has successfully corrected a deficiency(ies), the employee must continue to demonstrate improvement.

All coaches and advisors will be evaluated and recommended on an annual basis.

Following the annual evaluation, the coach or advisor will be provided a notice of "Intent to Return" by the Office of the Superintendent. This notice of "Intent to Return" will be returned to the Superintendent's office no later than January 31 for fall coaches; April 30; for winter coaches; and August 31 for spring coaches and advisors. The Principal and, where applicable, the Athletic Director will be asked for a recommendation regarding the continuation of employment for the coach or advisor. Fall coaches' names shall be presented to the Human Resources Committee for re-election in February. Winter coaches' names shall be presented to the Human Resources Committee for re-election in May. Spring coaches' and all extracurricular advisors' names shall be presented to the Human Resources Committee for re-election in September.

2/22/01
TUBERCULOSIS SCREENING

All employees are required to be screened for tuberculosis as a condition of initial employment if they meet one of the below-listed criteria that are consistent with the current policy of the City of Nashua, Division of Public Health and Community. The following groups of people are required to get TB skin testing:

- Someone who has had close contact to an active or suspect case
- Persons with immuno-compromising conditions
- Recent (documented within the past two years) converter
- Class B immigrant status

This policy will be given to all potential employees after an initial employment offer has been made so that they may self-identify and determine their need for testing based on the above listed criteria.

Such screening must be accomplished within three months prior to employment through the use of a Mantoux intradermal tuberculin skin test. Persons with a significant (positive) reaction to this skin test must obtain a statement from a certified physician prior to employment stating that they present no health hazard from tuberculosis. Persons who have previously had a significant (positive) reaction to a TB skin test need not repeat the skin test but must obtain prior to employment the certified physician's statement that they present no health hazard from tuberculosis. Each employee is required to furnish to the District, prior to the employee's initial workday, written evidence of the screening or, where applicable, a written physician's statement. The School District will reimburse the employee for the expense of the initial testing.

Employees who have met the requirement of the Board's pre-employment or prior post-employment tuberculosis screening will not be required to have further screening while in the continuous employ of the District.

All employees shall comply with future advisories on tuberculosis screening issued by the Division of Public Health and Community Services.

The Board of Education will provide through its own agents at no expense to the employee any screening services which may be required by the State for employees after their employment with the District, but will not provide those services to prospective employees.

2/9/81
R 9/13/82
R/Bd. Approved 10/25/04
EMPLYEE CONFLICT OF INTEREST

An employee will not have a personal financial interest, a business interest, or any other obligation that creates a substantial conflict with the proper discharge of assigned duties and responsibilities or a conflict with what is in the best interest of the District.

School employees are subject to the Conduct Regulations found in the Nashua Revised Ordinances. An employee who believes he or she has or may have a conflict of interest shall immediately disclose it in writing to the Superintendent or designee. The Superintendent or designee will take whatever action is necessary to ensure that the District’s best interest is protected.

More specifically, an employee shall not:

- Use institutional privileges for private gain. Solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This includes, among other things, acceptance of any gratuities, gifts, or favors that might impair or appear to impair professional judgment.

- Engage in any personal dealings with any individual or entity with whom he/she, on behalf of the Board, has any direct or indirect contact for purposes of obtaining from such individual or entity, noncompetitive contracts, services or materials.

- Knowingly authorize or employ the authority or influence of his/her office or position to secure authorization of any public contract in which he/she or a member of his/her immediate family has an interest.

- Engage in selling merchandise or services for personal profit to students or parents in the Nashua School District, including but not limited to the following: instructional supplies and equipment, reference books, educational tours, sports camp, etc., and not furnish lists of student or parents to anyone selling such materials or services.

Bd. Approved: 05/31/05
R/Bd. Approved: 11/30/09
RELATED EMPLOYEES

It is the policy of the Nashua Board of Education that hiring, promotions, and assignments be done in such a manner as to avoid situations in which family relationships could impact the objectivity of decision making as it relates to the employment setting, or give the perception of such loss of objectivity.

For the purposes of this policy, family relationships are defined as parent, spouse, child, sister, brother, stepparent, stepchild, foster parent, guardian, in-law, grandchild or grandparent, or domestic partner.

Among the employment settings to be avoided are the direct supervision of one's relation; access to privileged or confidential information about one's relation; a direct role in the hiring or retention of one's relation; and the evaluation of one's relation.

Recognizing the variety of employment situations that may exist or arise, circumstances on the date of adoption of this policy inconsistent with this policy will be reviewed on a case by case basis by the Superintendent for appropriate action. Employees who may be faced with situations in conflict with this policy are required to notify their immediate supervisor as soon as they become aware of the situation.

In future hiring, promotions, and assignments, it is the Board's intent that this policy be implemented to the extent deemed feasible by the Superintendent.

Approved 8/17/92
R/Bd. Approved 7/15/02
TEACHERS TEACHING THEIR OWN CHILDREN

In the event that a teacher is assigned to the school of his or her child’s attendance, the Principal shall adjust teaching assignments in order to eliminate the teacher instructing his or her child. A teacher shall notify the Principal as soon as a conflict arises. Exceptions will be made based on extenuating circumstances. Such exceptions shall require the approval of the Superintendent of Schools.

R/Bd Approved 08/19/02
SUBSTITUTE TEACHERS

Substitute teachers shall be classified according to the following categories and employed in accordance with these procedures.

1. **Per Diem Substitute** is a teacher employed on a daily or short-term basis (20 or fewer days) and paid according to the per diem substitute teacher rate in effect. Per diem substitutes shall be called from a list of qualified substitutes approved by the Superintendent and made available to all schools. The Superintendent is authorized to establish the qualifications of substitute teachers. All per diem substitute teachers shall possess a GED or a high school diploma.

2. **Interim Substitute** is a teacher who works more than twenty days in one continuing assignment due to the extended temporary absence of the teacher for whom he/she is substituting. Beginning with the 21st day on the assignment, the interim substitute will be paid according to the first step of the salary lane for his/her particular degree classification. Depending on the needs of the District, the Superintendent may decide, to pay the interim substitute retroactive to the first day of the assignment, according to the first step of the salary track for his/her particular degree classification. Arrangements for employing a substitute for more than twenty days will be made by the appropriate Assistant Superintendent in consultation with the Principal.

3. **Continuing Substitute** is a teacher who may be employed to temporarily replace a contracted staff member on an approved leave of absence, or a teacher who may be employed up to 180 school days to fill the position of a staff member who has resigned, retired, deceased or has otherwise permanently terminated employment with the District. A continuing substitute is entitled to the salary, supplemental benefits, and sick, personal, and professional leave privileges of other teachers. However, the continuing substitute differs from a regularly employed teacher in that he/she is employed for only a limited designated period and is not under partial year, annual or continuing contract. Continuing substitutes shall be nominated by the Superintendent upon recommendations received from appropriate administrators, and approved by the Board of Education.

If a per-diem substitute or interim substitute is nominated for continuing substitute status, their rate of pay will be adjusted in accordance with the current teachers salary schedule, upon Board approval.

4. **Screening of Applications and Applicants:** The Department of Human Resources will screen all substitute applications and set up interviews for candidates meeting selection criteria with a principal from the grade level(s) that the applicant has requested, i.e., secondary and/or elementary.

5. **Related Employees:** In compliance with POPPS Policy 8220, "Related Employees," substitute teachers shall not be interviewed by, or hired by, or supervised by a family member, i.e., parent, spouse, child, sister, brother, stepparent, stepchild, foster parent, guardian, in-law, grandchild, or grandparent.
INSTRUCTIONAL APPROACH

Instruction will be aligned with the goals and mission of the School District, and the rules of the NH Department of Education.

Instruction will be focused on meeting the instructional needs of students with different talents, interests, and developmental levels.

The instructional program will include:

1. Procedures for diagnosing learner needs
2. Methods and strategies for teaching that incorporate learner needs
3. Resource-based learning opportunities
4. Techniques for the evaluation of student outcomes
5. The provision of remedial instruction as needed

The instructional program will reflect student diversity and respect for differences.

Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology to engage each student in achieving the necessary skills and knowledge.

Students are encouraged to have a plan for year-round learning.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(6), (f), and (k)(4-6), Policy Development
NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate
NH Code of Administrative Rules, Section Ed. 306.14(h), Summer Learning
NH Code of Administrative Rules, Section Ed. 306.27(b)(3), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

Board Approved: 05/12/2008
INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. In order to meet the instructional needs of students with different talents, administrators and staff should explore various other learning options such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

Legal References:
N.H. Code of Administrative Rules, Section Ed. 306.04(a)(6), Instructional Needs of Students With Different Talents
N.H. Code of Administrative Rules, Section Ed. 306.04(j), Instructional Needs of Students With Different Talents

Board Approved: 12/17/12 [New Policy]
CHARACTER AND CITIZENSHIP EDUCATION

Character and citizenship education is a shared responsibility of teachers and administrators. Teaching in the area of character and citizenship will take place throughout the K-12 program. In addition, curriculum development teams will integrate the following principles, as appropriate, into the curriculum.

1. Each individual has dignity and worth.

2. A free society requires respect for persons, property, and principles, and for self.

3. Each individual has a right to learn and the freedom to achieve.

4. Each individual, regardless of race, creed, color, sex, ethnic background, or economic status, has the right to equal opportunity.

5. Each individual has the right to personal liberties.

6. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.

7. Each individual has a responsibility to the group as well as to the total society.

8. A democratic government is established by majority vote.

9. Democratic societies are based on law.

10. Problems are solved through reason and orderly processes.

11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.

12. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Legal Reference:
RSA 186:13, II, Americanization
NH Code of Administrative Rules, Section Ed 306.04(a)(5), Policy Development
NH Code of Administrative Rules, Section Ed 306.06, Culture & Climate

Board Approved: 05/12/2008
INSTRUCTIONAL MATERIALS

The Board is legally responsible for review of and shall approve all new, primary instructional materials.

Professional staff and administrators are responsible for selection, coordination and recommendations for purchase of instructional materials for use in classes, libraries and resource centers and those used by other student groups.

Teachers will use online materials, print materials, manipulatives, equipment, and instructional technologies to provide quality learning experiences that align with state and local standards and that enrich and support the curriculum.

Such materials should:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the -varied religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.
- Address the learning needs of all students.

Core instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies shall be reviewed at intervals not exceeding seven (7) years.

Legal References:

- NH Code of Administrative Rules, Section Ed 306.06, Culture & Climate
- NH Code of Administrative Rules, Section Ed 306.08, Instructional Resources
- NH Code of Administrative Rules, Section Ed 306.14(e), Basic Instructional Standards

Board Approved:  05/12/2008  (Replaces POPPS #2240)
I. PROCEDURE FOR SELECTION

In selecting new materials for purchase, the staff members first consider existing materials and then consult reputable, unbiased, professionally prepared selection aids and appropriate professionals from departments and/or grade levels.

In specific areas the staff members follow these procedures:

A. Complete Instructional Resources Selection and Request Form (Appendix D of the Curriculum Management Plan) for any new selection.

B. Gift materials are judged by basic selection standards and are accepted or rejected by selection criteria.

II. REQUEST FOR RECONSIDERATION OF PRINTED OR AUDIO-VISUAL MATERIAL

Despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials, occasional questions regarding a selection may arise from the public. Any Nashua resident who objects to any materials currently available for students and teacher use shall send a written complaint to the appropriate administrative head of the department or library where the materials are available. The procedure for handling written objections to instructional materials is as follows:

A. A staff member receiving a complaint will notify the principal in writing and include the following details:
   (1) Name of complainant
   (2) Author and title of material in question

B. The principal shall send the REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS form to the complainant.
   The materials being questioned by a complainant will remain in use unless the committee makes a preliminary decision that the materials usage should be suspended until the review process is complete.

C. After the principal receives the completed form, copies of the form shall be forwarded to the superintendent who shall appoint a seven member Instructional Materials Review Committee comprised of:
(1) Professional library-media person assigned to the school.
(2) Principal or representative.
(3) Appropriate assistant superintendent.
(4) Person or persons involved in the selection.
(5) Person or persons using the questioned materials or similar materials in
the individual school.
(6) Additional persons from within the school system if those available
under #1-5 total less than five.
(7) Two members chosen by the Board of Education from its membership.

D. The Instructional Materials Review Committee will:

(1) Elect a chairperson who will develop procedures with committee
members and receive the complaint forms.
(2) Read and examine referred materials.
(3) Check general acceptance of the materials by reading reviews and
professionally prepared selection aids.
(4) Re-examine the instructional material in question in light of selection
criteria and curriculum.
(5) Weigh values and shortcomings, decide on acceptability based on the
materials as a whole and not on individual passages out of context.
(6) Issue to the superintendent a decision report written and signed by the
committee as a whole one month after receiving the written presentation
by complainant.
(7) Advise the superintendent to forward copies of the decision report to the
complainant, and, if it seems advisable, other parties.

E. Appeal procedures: A complainant has a right to appeal the decision of the
Review Committee to the Board of Education within two weeks of receipt of the
Review Committee's decision.

Revised/Board Approved August 21, 1978
Revised/Board Approved March 26, 1979
Revised/Board Approved February 22, 1982

Revised Board Approved: 05/12/2008 (Replaces policy #2241)
REQUEST FOR RECONSIDERATION OF PRINTED OR AUDIO-VISUAL MATERIAL

Submit to the principal of the school where material is in question. (Please fill in the appropriate blanks.)

Title ___________________________ Book □ Periodical □ Other □
Author/Producer: ____________________________
Publisher/Distributor: ____________________________
Request initiated by: ____________________________
Address: ____________________________
City _____________ State _____________ Zip Code ____________
Telephone: ____________________________

Because of the limited number of textbooks and audio-visual materials, please make arrangements with the building principal if you wish to review material in question.

1. To what in the item do you object? (please be specific, cite pages, frames, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Did you read, view or listen to the entire work?

________________________________________________________________________

3. What do you believe might be the result of exposure to this work?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. For what age group would you recommend this work?

________________________________________________________________________

5. What do you believe is the theme of this work?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Are you aware of the professional recommendations of this work?

________________________________________________________________________

7. What is of value in the work?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
8. Are you aware of the purpose of the teachers who use this work?

9. What is your recommendation to the committee about this work?

10. In place of this item, would you recommend other material which you consider to be of equal or superior quality for the purpose intended?

11. Do you wish to make an oral presentation to the review committee?

   □ Yes (If yes – you will be notified relative to time, date and place)
   □ No

Date __________________________ Signature __________________________

Board Approved:    July, 1977
Revised, Board Approved:  September 1977
Revised, Board Approved:  June 1978
Revised, Board Approved:  August 21, 1978
HOMEWORK

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated (graded and /or reviewed). Graded homework shall be returned to students in a timely manner.

Teachers may give homework to students to aid in the student’s educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student’s grade, the teacher will explain to students how such homework assignments relate to the teacher’s grading system. Homework should be related to course/subject goal attainment and should not be assigned for disciplinary purposes.

Legal References:
NH Code of Administrative Rules, Section Ed 306.14(b), Policy on Homework

Board Approved: 10/14/2008
ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

The Board authorizes the Superintendent to approve admission of tuition and non-resident students and determine tuition rates in accordance with Board policy. Approval decisions for non-resident students will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law.

Non-resident students may only attend District schools when their attendance has been approved by the Superintendent. The District will either charge tuition to the parent or, alternatively, the Superintendent may seek to enter into an agreement for the payment of tuition with the school district in which the student resides.

Upon the admission of a non-resident student to the District, the Superintendent (or designee) will immediately notify the student’s school district of residence of the student’s name, date of birth, address, and grade assignment of the student. This notification shall also be made at the beginning of each school year for which the student in enrolled.

The Board acknowledges the provisions of RSA 193:3 which state that the district in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C.

Tuition rates will be charged at a rate set by the District and billed quarterly in advance to the district of residence or parent responsible for payment. When a district of residence is responsible for tuition, approval must be obtained from that district’s superintendent or, if the superintendent is not so authorized, from the district’s school board.

Subject to the availability of space, the District allows for admission of non-resident students and reduced tuition in the following special circumstances:

- Children of non-resident, full-time employees of the Nashua School District may attend Nashua Schools on a partial tuition waiver.
- For students whose family is moving out of the District, the Superintendent may allow students to attend their final semester of high school without tuition.

Under normal circumstances, the district will not provide transportation to and from school for non-resident and tuition students at district expense. However, the district may assist parents in finding and procuring transportation services for their children.

The provisions of this policy may be modified on a case-by-case basis, as needed, pursuant to separate contracts, agreements and other binding arrangements.

Legal References:
RSA 186-C:13, Special Education; Liability for Expenses
RSA 193:3, Change of School or Assignment
RSA 193:12, Legal Residence Required

Board Approved: 3/12/2007
R/Board Approved: 8/15/2011
[Replaces POPPS 3211; 3211.1; and 3211.2]
ADMISSION OF HOMELESS STUDENTS

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Are migratory children living in conditions described in previous examples.

The Superintendent shall designate an appropriate staff person to be the district’s liaison for homeless students and their families.

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

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.
ADMISSION OF HOMELESS STUDENTS

(continued)

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

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

Legal References:
No Child Left Behind Act, 2002
RSA 193:12, Legal Residence Required

Board Approved: 7/19/04
R/Bd Approved: 4/9/07, Replaces POPPS 3212
STUDENT ATTENDANCE

The Nashua Board of Education has a duty to provide elementary and secondary education for students in Nashua. Daily attendance by each student is vital for fulfilling this duty. It is the right of every student to receive a public education and it is the legal responsibility of parents to ensure that students attend on a daily basis.

When students are truant, the Board is committed to trying to assist parents with their duty to have students attend school. However, if the truancy persists after genuine efforts to assist parents, the Board may request court intervention to compel attendance.

The principal of each school is responsible for attendance and truancy issues at his/her school. Principals may designate an individual to assist them as the coordinator of attendance and truancy issues.

I. Definitions

These definitions apply to all attendance related policies:

1. **Tardy.** Any student who is not at school or in class on time and has not been excused is tardy.
2. **Half Day of Absence.** “Half day of absence” means that a student received at least three hours of instructional time, but less than a full day of instructional time.
3. **Truancy.** “Truancy” means an unexcused absence or tardiness from school.
4. **Habitual Truancy.** “Habitual truancy” means ten half days or more of unexcused absences during a school year.
5. **Unexcused Absence.** An “unexcused absence” is an absence which has not been excused.
6. **Excused Absence.** An “excused absence” is an absence approved by a school principal.
7. **Early Dismissal.** “Early Dismissal” is any dismissal before the end of the school day.

II. Absences

Excused Absences

Excused absences, late arrivals and early dismissals are sometimes necessary for the health and welfare of the student, or result from a significant family emergency or school-sponsored activity. When an excused absence originates from outside the school, it must be documented and, when possible, this documentation should be done in advance. Policy JH-R gives detailed information about the requirements and procedures to be followed.

The Board considers the following to be excused absences:

a. Illness
b. Recovery from an accident
c. Required court attendance
d. Medical and dental appointments
e. Death in the immediate family
f. Observation or celebration of a bona fide religious holiday
g. Approved participation in a school co-curricular or extra-curricular activity
h. Field trips
i. Out-of-school suspensions
j. College visits
k. Such other good cause as may be acceptable to the Principal or permitted by law

Principals (or their designees) may consider requests from parents to approve excused absences for other extenuating circumstances.

**Unexcused Absences**

Note that the following are considered unexcused absences:

- Family vacations
- Work
- Car or transportation problems, not including late bus arrival
- Non-medical appointments
- Providing child-care

At the discretion of the principal, class time missed due to habitual tardiness may be counted towards half days of unexcused absence.

If parents are dissatisfied with an unexcused absence decision, they may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider the initial determination. However, the Principal's decision shall be final.

**Absence and Extracurricular Activities**

In order to participate in extracurricular activities students must attend a full day of school on the day of the activity, or, if the activity occurs on a nonschool day, the last school day preceding the activity. Exceptions for an excused absence may be granted by a school administrator.

**III. Intervention**

The Board directs the Superintendent, Truant Officer(s), Principals and staff to intervene and ensure daily school attendance according to the District attendance protocol policy **JHA**.

When necessary and after the steps of policy **JHA** have been followed, the Truant Officer(s) may pursue available legal remedies to resolve the truancy.
IV. Reporting

The Superintendent will provide a report to the Board in January and June of each year on District attendance. At a minimum this report will provide both a breakdown of excused absences and unexcused absences for each school. Each of these breakdowns will include the numbers of students who have: 0-4, 5-10, 11-15, 16-20, 21-25, 26-30, and 31 or more absences. The number of five (5) and ten (10) day letters that have been waived will also be reported.

V. Consequences

Students aged 16 and older who are habitually truant and who have twenty or more unexcused absences may be served with a summons for each such offense, requiring their appearance in the local circuit court. Each offense shall constitute a violation. Any fine requested by the School District shall not exceed $100.00 for each offense.

Furthermore, any high school student with twenty or more unexcused absences may be prohibited from any extra-curricular activities and may lose all privileges for a period of one year from the date of the last offense.

The District reserves the right to pursue legal action with parents who fail to meet their legal responsibility to ensure their children attend school on a daily basis.

Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil
RSA 193:7 Penalty
RSA 193:8 Notice Requirements
RSA 193:16 School Attendance
NH Code of Administrative Rules, Section Ed 306.04 (a) (1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.18 (c) (6)
RSA 189:35-a Truancy Defined
RSA 189:1-a Duty to Provide Education

Revised/Board Approved: 03/14/2011 [Replaces POPPS 3209, 3209.1, and 3243]
Revised/Board Approved: 11/14/2011
STUDENT ATTENDANCE PROCEDURES

Procedures for Excused Absences and Late Arrivals

All excused absences originating from outside the school must be documented through written/phone communication from the parent, and verified as necessary by the school.

Parents should report an absence, including the reason for the absence, on the morning of or evening before the absence.

When the school has not been contacted prior to an absence, parents must provide, by the end of the next school day, a note including the student’s name, grade, date(s) of absence, specific reason for the absence and the parent/guardian’s name, phone number and signature.

Additionally:

- **For an Illness.** A doctor’s note may be required for absences that exceed five (5) consecutive school days or ten (10) cumulative school days in a school year, or to document a long-term or chronic health condition.

- **Religious holidays** are restricted to those holidays regularly observed as part of the family’s faith.

- **Attending the funeral of a family member.** If the funeral requires an absence of more than three days, the school should be notified in advance. A school administrator may excuse an absence for the funeral of another individual who has played a significant role in a student’s life.

- **Field trips.** If the field trip leaves after the beginning of the school day or returns before the end of the school day, students are expected to attend all of the classes up until the scheduled departure and upon return. If the student does not attend those classes, he/she will be considered truant from them.

- **Personal or family emergencies requiring student absences.** These are approved at the discretion of the school administrator.

- **College visitations.** Must be approved in advance by a school administrator.

- **Family obligations.** Require prior approval from a school administrator.

Procedures for Early Dismissal

Parents requesting dismissal before the end of the school day must make a written/phone communication request. Parents of elementary and middle school students must come into the school office to get the student and sign him/her out. High school students must have signed permission by parents if under age 18 and all students must properly sign out before leaving. Signed permissions are subject to verification. Early dismissal should be requested only in an emergency or extenuating circumstance.
Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil
RSA 193:16 School Attendance
RSA 189:35-a Truancy Defined
Ed. 306.18 C 6

Board Approved: 03/14/2011
HAZING

Hazing activities are contrary to the Nashua School District’s educational goals and objectives and will not be tolerated in our schools. Hazing activities are prohibited at all times. Hazing is also a violation of the New Hampshire Criminal Code Section 631:7, Student Hazing.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or continued membership in any student organization.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity shall be presumed to be a forced activity. Permission, consent, or assumption of the risk by an individual subjected to hazing is not a defense to the prohibitions contained in this policy.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the School District.

Legal References:
RSA 631:7, Student Hazing
New Hampshire Code of Administrative Rules, Section Ed 306.04 (a) (7), Student Hazing

[Replaces POPPS 3244.2]

Board Approved: 08/13/2012
Reporting Procedures

It is a crime to
1. participate in any student hazing,
2. knowingly submit to hazing and fail to report it to the school authorities or law enforcement, or
3. be present at or have direct knowledge of hazing and fail to report such hazing to school authorizes or law enforcement.

Every member of the school community must report hazing to the school principal or an assistant principal. In addition, the school is required by law to report to the local police any reports of hazing or any awareness of hazing incidents.

Any student who believes (s)he or another student(s) has been a victim of hazing shall report the incident(s) to the school principal, assistant principal, a teacher or guidance counselor.

School Board members, administrators, faculty members, other employees, and volunteers of the Nashua School District will be particularly alert to possible situations, circumstances, and events which may include hazing. If hazing or planned hazing is discovered, involved students will immediately be informed of the prohibition contained in this policy by the person discovering the prohibited activity and will be required to end all hazing activities immediately. All hazing incidents shall be reported immediately to the principal or the principal’s designee who shall provide written reports of all incidents to the Superintendent of Schools.

Investigation and Response

1. The principal or designee shall act on all complaints of hazing. All reports of hazing incidents shall be promptly investigated.

2. The District/School Administration shall take such action, including training/education, and/or disciplinary action, as deemed appropriate in each case.

3. If an investigation concludes that a student has engaged in conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action in accordance with the Nashua School District’s Student Behavior Standards, which may include, but not be limited to, suspension and expulsion.

4. If an investigation concludes that a School Board member, school employee, or volunteer has engaged in conduct prohibited by this policy or has failed to report an incident of hazing as required by this policy, that person shall be subject to disciplinary action and may be liable for civil and criminal penalties as allowed by law.

Board Approved: 08/13/2012
WEAPONS ON SCHOOL PROPERTY

Weapons are not permitted on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities. Members of the public who violate this policy will be reported to local law enforcement authorities.

The term “weapons” includes, but is not limited to, firearms (rifles, pistols, revolvers, explosives), BB guns, paint ball guns, pellet guns, knives, slingshots, metallic knuckles, firecrackers, billy-clubs, stilettos, switchblade knives, swords, sword canes, pistol canes, black jacks, daggers, dirk knives, incendiaries, martial weapons or self-defense weapons (defined by RSA 159:24 and RSA 159:20 respectively), or any other object or substance which, in the manner it is used or threatened to be used, is known to be capable of producing death or bodily injury.

In addition, any student who is determined to have brought a firearm (as defined by 18 U.S.C. § 921) to school will be expelled for not less than one (1) year (365 days). Such firearm-based expulsions may be modified by the Board of Education upon written recommendation of the superintendent on a case-by-case basis. Factors that the Superintendent may consider include, but are not limited to, the student’s intent, the student’s actions, including whether he/she displayed the weapon or used it to threaten others, the student’s age and the past conduct history of the student.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Exceptions

Weapons under control of law enforcement personnel are permitted.

Instructional staff who wish to use an item for instructional purposes may do so as long as the item is neither a firearm nor a destructive device, and with prior written permission of the school’s principal.

Notice

All students will receive written notice of this policy at least once each year.

Legal References:

18 U.S. C. § 921 et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 193-D, Safe School Zones
RSA 193:13, Suspension and Expulsion of Students
NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

Board Approved: 09/10/2012
PUPIL SAFETY AND VIOLENCE PREVENTION
Prevention of Bullying

The Nashua School District is committed to providing all pupils with a safe, secure and peaceful school environment. Conduct constituting bullying or cyberbullying will not be tolerated and is expressly prohibited.

Furthermore, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not an individual is a pupil within the District.

The superintendent is responsible for the implementation of this policy.

I. Definitions

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another Pupil which:

   (1) Physically harms a Pupil or damages the pupil’s property;
   (2) Causes emotional distress to a Pupil;
   (3) Interferes with a pupil’s educational opportunities;
   (4) Creates a hostile educational environment; or
   (5) Substantially disrupts the orderly operation of the school.

   Bullying shall also include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. Perpetrator. Perpetrator means a Pupil who engages in bullying or cyberbullying.
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5. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

6. **Victim.** Victim means a Pupil against whom bullying or cyberbullying has been perpetrated.

Any reference in this policy to “parent” shall include parents or legal guardians.

II. **Statement prohibiting retaliation or false accusations**

False Reporting

A pupil found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation

The District will discipline and take appropriate action against any pupil who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

The consequences and appropriate remedial action for a pupil who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law and Board policies. Any pupil found to have engaged in reprisal or retaliation in violation of this policy shall be subject to disciplinary measures up to and including suspension and expulsion.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, or if the Principal has reason to believe that retaliation may occur, the Principal shall develop a process or plan to protect that pupil from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Actions available to the Principal and/or Superintendent to protect the pupil include, but are not limited to, re-arranging pupil class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, transferring the perpetrator to another school within the School District, or other means necessary to protect the alleged victim against possible retaliation.

III. **Procedure for Reporting Bullying**

1. At each school the Principal and/or designee of the Principal shall be responsible for receiving and responding to complaints of alleged violations of this policy.
PUPIL SAFETY AND VIOLENCE PREVENTION
Prevention of Bullying

2. Any pupil who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the pupil is more comfortable reporting the alleged act to a person other than the Principal, the pupil may tell any school district employee or volunteer about the alleged bullying.

3. Any school employee, coach or regular school volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred must inform the Principal as soon as possible, but no later than the end of that school day.

4. The Principal shall develop a system or method for receiving anonymous reports of bullying. Although pupils, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section V of this policy.

IV. Notifying Parents of Alleged Bullying & Waiver of Notification Requirement

1. The Principal shall notify the parents of the alleged victim and the alleged perpetrator that a potential incident has occurred and will be investigated. Such notification must be made within 48 hours of receiving the report and may be made by telephone, writing, email notice, or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with pupil privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

2. The Superintendent or designee may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim or the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

V. Investigative Procedures

1. Upon receipt of a report of bullying the Principal or designee shall, within five (5) school days initiate an investigation into the alleged act. The investigation shall be completed within ten (10) school days of the reported incident, and should include speaking with the alleged victim, the alleged perpetrator and known witnesses, as well as reviewing other evidence available through reasonable good faith efforts.

2. The Superintendent or designee may grant in writing an extension of the time period for the investigation and documentation of reports for up to an additional seven (7) school days. In the event an extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
PUPIL SAFETY AND VIOLENCE PREVENTION

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3. Should a report of bullying be received by the principal at or near the end of a school year or summer school term, all time lines for investigation and reporting contained in this policy shall apply to calendar days, exempting Saturdays, Sundays and holidays.

4. Documentation of a substantiated incident of bullying shall be recorded in the pupil records of both the victim and perpetrator through the District's pupil management system. Documentation shall include all relevant information pertaining to the incident, including communications with parents, a description of the incident including the time and place, and disciplinary or remedial actions that have been taken. Documentation of the incident in the pupil management system will constitute a report to the Superintendent, who has access to all pupil files.

5. Should an investigation lead a principal to believe the action of a perpetrator constitutes criminal behavior, the principal shall notify local law enforcement authorities of the incident, in addition to any investigation and action taken by the School District.

VI. Communication With Parents Upon Completion of Investigation

Within two (2) school days of the completion of the investigation the Principal will attempt to notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal shall provide further written notice to the parents within 24 hours of the attempt to call them, formally notifying them of the results of the investigation. All notifications shall be consistent with pupil privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

VII. Response to Remediate Substantiated Instances of Bullying

The district reserves the right to impose disciplinary measures against any pupil who commits an act of bullying, falsely accuses another pupil of bullying, or retaliates against any pupil or witness who provides information about an act of bullying.

Pupils who are found to have violated this policy may face discipline in accordance with Board of Education policies on student behavior standards and other applicable Board policies, up to and including suspension and/or expulsion. Pupils facing discipline will be afforded all due process required by law.

In addition to imposing discipline under such circumstances, the Board encourages the administration and staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

Consequences for a pupil who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the pupil, and the pupil's history of problem behaviors and performance. Non-disciplinary remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.
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Examples of non-disciplinary remedial measures include but are not limited to making a written apology to the victim, completing hours of community service, receiving counseling or transferring a perpetrator to another school.

The Board supports the promotion of preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

VIII. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying, or eligible pupils eighteen years of age or older involved in the bullying, shall have the right to appeal the Principal’s decision to the Superintendent in writing within five (5) business days. The Superintendent shall review the Principal’s decision and issue a written decision within ten (10) business days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the Board within ten (10) business days of the Superintendent’s decision. If a non-disciplinary remedial action is imposed by the Superintendent the aggrieved party may file a written request for review by the Board within ten (10) business days of the Superintendent’s decision. The Board will adhere to all applicable New Hampshire Department of Education administrative rules.

2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for pupils disciplined for acts of bullying.

3. A non-disciplinary remedial action will remain in effect unless or until it is overturned through an appeal process.

4. The Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

IX. Distribution and Notice of This Policy

All staff, pupils, parents, and regular school volunteers will be provided with a copy of this policy on an annual basis through student and staff handbooks, as well as posting the policy in public areas of each school and the District Office. The policy shall also be available through the POPPS policy manual contained on the District’s website.

X. Reporting

The superintendent or designee will report to the Board twice per year:

- the number of substantiated incidents of bullying or cyberbullying
- the number of false reports of bullying or cyberbullying
- the number of appeals
- the number of appeals granted
PUPIL SAFETY AND VIOLENCE PREVENTION
Prevention of Bullying

Legal References:

RSA 193-F:3 Student Safety and Violence Prevention Act
RSA 193:13 Suspension and Expulsion of Pupils
NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment
NH Code of Administrative Rules, Section Ed 317, Student Discipline

Approved: May 2001
Revised: March 2003, September 2004
R/Board Approved: 12/13/2010  [Replaces POPPS 3244.1 ]
STUDENT ACTIVITY FUNDS MANAGEMENT

The Board authorizes the establishment of Student Activity Funds. Such funds shall be organized and managed consistent with the provisions of this policy.

Student activity funds may be raised and spent to promote the general welfare, education of the student body and/or the extracurricular activities of student clubs, groups and organizations.

The Principal of the school shall be responsible for the proper administration of the financial activities of the Student Activity funds in accordance with State law and appropriate accounting practices and procedures.

High school class funds will be retained for up to one year beyond the class's graduation date. During this period, the outgoing Senior Class Officers are expected to provide guidance on the use of these funds.

For each high school, any inactive or unused high school class funds remaining after this one year period shall be transferred to an Expendable Trust Fund (ETF) managed by the school's principal that will be used for the benefit of the high school student body. The principal shall be advised on the use of these funds by a committee including the student activity coordinator, existing class officers and former class officers.

Student Activity accounts are subject to auditing at any time by the Chief Financial Officer or his/her designate and shall be audited annually by an independent certified public accountant retained by the Board of Education.

See Appendix JJF-R

Board Approved: 02/13/12
STUDENT ACTIVITY FUNDS PROCEDURES

Student activity funds enable principals’ offices to serve as custodians of funds raised and expended by student clubs and organizations, and by school-based fund raising efforts. They may also provide access to petty cash funds. Student activity funds shall be limited to these purposes.

Accounting Standards

1. A computerized fund accounting system shall be used for student activity funds, maintaining separate funds for individual student activities, individual fund raising projects, and petty cash accounts. PTO funds shall not be maintained within student activity funds. Scholarship/memorial fund accounts shall be maintained in the City’s trust accounts.

2. Monthly bank statements shall be reconciled to both general ledger activity and individual fund account balances. Someone not responsible for receipt or disbursement of school activity funds shall perform the monthly reconciliations. Variances shall be investigated, resolved and documented.

3. All cash received shall be recorded in a cash receipt log referenced to the date of deposit and fund title/number. Bank deposits shall be made in a timely manner.

4. Only principals, and associate and assistant principals are authorized to sign checks issued on student activity funds. A check may only be issued if a sufficient balance is available within the appropriate fund.

5. Funds may only be used in accordance with the stated general purposes of the supporting activity. All disbursements shall be supported by invoices approved for payment by the principal or treasurer of the entity requesting payment. The check number and date shall be written on each paid invoice.

6. Each class or club engaging in financial transactions must maintain its account with the student activity fund of the school. No private accounts shall be permitted.

Petty Cash

1. Petty cash funds may be maintained as a separate account within a student activity fund, but shall not exceed $200.

2. All petty cash disbursements must be supported by invoices or other comparable documentation, with petty cash receipts signed by the individuals receiving funds.

Board Approved: 02/19/97
R/Approved: 02/13/12  Replaces POPPS 7031
STUDENT EXTRACURRICULAR ACTIVITY ELIGIBILITY

Introduction

The Board supports extracurricular activities that supplement and enrich academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups and service to school and community.

Extracurricular activities include intramural and interscholastic athletics, performing groups, academic clubs and societies, as well as student government. A complete list of extracurricular activities shall be maintained by the Superintendent and shall be included as part of the procedures for this policy.

Any middle school and high school student who meets the minimum standards of academic performance and behavior set by this policy is eligible for extracurricular activities. Individual extracurricular activities may require higher standards of academic performance and behavior in addition to any specific qualifications for the activity.

These additional rules shall be approved by the coach, the advisor or supervisor of the activity, and the school principal or designee. Violations of these rules may restrict or prohibit a student’s participation, such as not being able to participate in a performance, practice or game. A written copy of these additional requirements or rules shall be distributed to both the student participants and to the students’ parents or guardians. None of these rules or requirements shall contradict or supersede Board policy.

Behavioral Expectations

Students who participate in Nashua High School or Middle School extracurricular programs are expected to adhere to high standards of conduct. The following behaviors are serious offenses that—barring an exemption—cause a student to be suspended from extracurricular activities:

- Illegal use or possession of alcoholic beverages, regardless of where such use or possession occurs;
- Illegal use, manufacture, possession, having under control, sale, purchase, prescription, administering, transportation, dispensation, or compounding of any controlled drug, controlled drug analog, or any preparation containing a controlled drug, as any of the above terms are defined in N. H. RSA 318-B:1, regardless of where such behavior occurs;
- A finding of guilt, delinquency, probable cause, or indictment for violation of a criminal statute in any jurisdiction.
- Student Hazing as defined in N.H. RSA 631:7(d), and in POPPS 3244.2, regardless of where such student hazing occurs;
• Illegal gambling, assaultive or threatening conduct, stealing, vandalism, and destruction of property— if any of these behaviors occurs while on school grounds, or otherwise while participating or attending a scholastic or interscholastic event;

• Gross misconduct, including but not limited to assault on an advisor, coach, judge, official, participant, opponent or spectator; inappropriate behavior and/or obscene language; cheating; directing threats or obscene gestures at an advisor, coach, judge, official participant, opponent or spectator—if any of these behaviors occur while participating in or attending a scholastic interscholastic event; and

• Class I violations as outlined in the Student Behavior Standards policy, which is also found in the Student Handbook.

• Any Class I or Class II violations as outlined in the Student Behavior Standards policy, which is also found in the student handbook, and for which the student receives an out-of-school suspension of more than three days.

Consequences and Corrective Action

First Violation

Upon a first violation, the student shall be suspended from all extracurricular programs for not less than two calendar weeks (14 days). The building principal or his/her designee shall provide written notice of any such suspension to the student and to the student’s parent(s) or guardian(s).

A suspended student will regain eligibility to participate in extracurricular activities by agreeing to and, after successfully completing, five (5) hours of counseling as defined in procedure JJJ-R.

Second Violation

Upon a second violation, the student shall be suspended from all extracurricular programs for not less than three calendar weeks (21 days). The building principal or his/her designee shall provide written notice of any such suspension to the student and the student’s parent(s) or guardian(s).

During the last week of suspension a student who participates in extracurricular activities may practice, drill, exercise, rehearse, or attend meetings with his/her organization, though he/she shall not participate in any games, scrimmages, competitions, performances, or meetings.

Third Violation

Upon a third violation, the student shall be suspended from all extracurricular programs for one calendar year from the date of the infraction. The building principal or his/her designee shall provide written notice of any such suspension to the student and the student’s parent(s) or guardian(s).
Appeal of Behavioral Violations

A student may appeal a suspension from extracurricular activities by submitting the appeal form provided in procedures accompanying this policy to the Director of Student Services. The Director of Student Services will respond within three business days of the notice of appeal.

The decision of the Director of Student Services may be further appealed to the Superintendent. The Superintendent will issue a final decision within seven (7) business days.

Any violation which results in a suspension that exceeds five weeks (35 days) or is a third violation can be appealed to the Board of Education.

Academic Eligibility Expectations

To be eligible for extracurricular activities a student must have, for the prior grading period, an overall “C-” average and have failed no more than one subject during that prior grading period.

Consequences

A student who, during the prior grading period, did not maintain a “C-” overall average or received two or more failing grades is not eligible for extracurricular activities.

A student who received a single failing grade in the previous marking period, but maintained an overall “C-” or better average, is conditionally eligible for extracurricular activities during the current grading period. During this conditional period, a student who wishes to maintain eligibility will meet each week with his/her coach or activity advisor and review his/her academic status report.

A conditionally eligible student who maintains an overall “C-” average and receives no failing grades during the current grading period is restored to full eligibility. A conditionally eligible student who receives a failing grade is ineligible for extracurricular activities until he/she attains an overall “C-” average and has a grading period without any failing grades.

Appeal of Academic Violations

A student may appeal to the principal for a waiver of these requirements by submitting a waiver application form. Upon receiving the waiver application form, the principal shall convene a waiver board consisting of the student’s coach or activity advisor, and a teacher. The principal or designee shall chair the waiver board.

This waiver board will determine, by majority vote, whether extenuating circumstances contributed to the student’s academic difficulties and whether continued participation in the extracurricular activity is likely to result in continuing academic difficulties.

The waiver board may also decide to allow a student to participate conditionally as provided in Academic Eligibility Expectations.
Definitions

a. Possession is defined as the exercise of authority or control over something, and includes:
   - direct physical control; and/or
   - having both the power and the intention to exercise control over something.
   - Possession also includes joint possession, where two or more persons share possession as
defined above.

b. Participation in scholastic or interscholastic events includes practices, meetings participation in
   scrimmages, competitions, performances, votes and so on. It also includes travel to and from such
   events.

c. Related Scholastic or Interscholastic Events – An event is related to a scholastic or interscholastic
   activity if the event in question occurs as a direct result of the scholastic or interscholastic
   activity.

d. Standard of Proof – The imposition of consequences, as set forth in policy JJJ and these
   procedures, for violations of behavioral expectations that occur off school grounds and are
   unrelated to scholastic or interscholastic events, including travel, must be based on an admission
   by the student of a violation to law enforcement personnel or a court’s finding of guilt,
   delinquency, probable cause, or an indictment obtained by or made available by authorities to
   School District officials.

e. School Year – School year is defined as the first day of sanctioned school extracurricular
   activities, as set forth under the adopted Nashua School District calendar, through the last day of
   school of the academic year, or, if later, through the last sanctioned school extracurricular activity
   of the academic year in which the student in question participates (e.g., the NHIAA Decathlon,
   Heptathlon or similar sanctioned school extracurricular activity held after the last day of school).

Additional Requirements for the Accompanying Procedures

In addition to any previous requirements, the procedures accompanying this policy will:
- Provide a form for appeal of a violation.
- Provide a form for acknowledgement of extracurricular expectations.
- Further describe the implications of violations and timing of violations for students involved in
  athletics.

Review

Procedures accompanying this policy will be reviewed by administration prior to the start of the school
year and, if changed, an updated copy will be provided to the Board.

Board Approved: 09/08/2008  (Replaces POPPS #10214)
RBoard Approved: 09/27/2010
CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.

Physical restraint is authorized when needed to protect the safety of the individual student and/or other students and employees. Documentation of any incident requiring such restraint will be given to the Principal.

The Nashua School District authorizes staff members to use physical restraints in limited situations. Physical restraint may be used only under the following conditions:

1. Physical action of a student creates a substantial risk of harm to self or others;
2. All other positive interventions have failed, or the level of immediate risk prohibits exhausting other means; and
3. Staff is trained in Crisis Prevention Institute or an equivalent program.

Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution and the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences.

A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the District approved training program. The purpose of the restraint should be to assist the student to regain emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it should be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Restraint should be carried out by trained persons authorized by the Superintendent or his/her designee. Untrained staff are limited to physically intervening by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible.

Definitions

1. Physical restraint occurs whenever a staff member physically restricts a child's movement against his or her will. Physical restraint is a temporary measure to be used only when necessary to facilitate care, welfare, safety, and security for all.
2. Substantial risk is the serious, imminent threat of bodily harm where there is the ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to diffuse the situation have been exhausted and have failed, or the level of risk prohibits exhausting other means.

3. Trained Staff are those individuals who successfully complete and stay current in a training program that results in acquisition of skills in preventing restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.

4. District/facility shall mean the Nashua School District.

5. Parent shall mean the student’s parent, legal guardian, surrogate parent or student over the age of 18.

Reference:
RSA 627:6, II, Physical Force by Persons With Special Responsibilities
New Hampshire Rules for the Education of Children with Disabilities

Guidance on Considering the Use of Physical Restraints in New Hampshire School Settings,
Crisis Prevention Task Force Report, Spring 2005

Board Approved: 10/27/2008
Replaces POPPS: 8610 – Corporal Punishment/Self Defense
The following procedures address the use of physical restraints and are the result of the collaborative work of the State of New Hampshire Crisis Task Force Committee.

PROCEDURES

Risks of Restraint

Staff will understand that all physical restraints involve some risk. This may include injury, including in rare instances, death to the person being restrained and/or to staff. Restraint related positional asphyxiation or other physical injuries can occur. For this reason, it is essential that staff is trained in appropriate techniques that minimize the possibilities of risk.

There is also the risk of psychological impact in using restraints. An individual’s past experience with abuse or the fear involved with being restrained may cause unanticipated responses. Staff should be aware that for some students the use of physical restraint might have the unintended consequence of acting to positively reinforce their behavior.

In addition, staff should be conscious of individual perceptions, experiences and cultural orientation and recognize that for some students any touching may be unwelcome and misinterpreted despite good intentions. In these situations, touching the student may evoke an extreme and intense response and make the use of restraint more dangerous for both student and staff.

Training

The District shall ensure all appropriate personnel are trained in the use of physical restraint procedures. Efforts will be made to apply physical restraint only by individuals who have received training in the district approved program and have remained current in its use.

The District will notify all new personnel working in programs where the use of restraint is anticipated of the Use of Physical Restraint Policy and Procedures and the requirement they participate in the approved training program within a reasonable period. Staff will receive ongoing training to maintain the requirements of the training program chosen by the District.

Staff members assigned to provide training must be certified instructors in the training program selected by the District.
Prevention Strategies

It is expected that school staff will implement positive and constructive methods to de-escalate potentially dangerous situations. When the district anticipates that a student is likely to behave in a way that may require physical restraint, staff will conduct a functional behavior assessment and develop a positive behavior plan including a plan for teaching replacement behaviors. When appropriate, a team of knowledgeable people will include behavioral goals and objectives in a student’s Individual Education Plan, 504 Accommodation Plan or other Behavior Intervention Plan. Staff must implement all strategies identified in any formal plan such as an Individualized Education Plan (IEP), 504 Accommodation Plan or any other Behavior Intervention Plan.

Whether the student is eligible for special education or not, the school can still develop a specific behavior support plan in conjunction with the parent/guardians.

Processing the Incident

Immediately after the student has restored emotional and behavioral control, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint. This should be verified by the school nurse or other health professional.

The individuals involved with the incident shall complete a written report as soon after the incident as possible.

The staff member involved with the physical restraint will have the opportunity to meet with his/her supervisor after the incident. The purpose is to have staff process the incident, review what might have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff member and determine when the staff member shall return to his or her duties.

The student, with assistance from staff, will process the event at the earliest appropriate time.

Informed Decision Making

When the use of physical restraint is included in a student’s written plan, the District will provide the parent/guardian with a copy of the Policy and Procedures for the Use of Physical Restraint.

Additionally, the parent/guardian will be asked to share relevant information with school personnel. This information should include, but not be limited to, medical, health and/or psychological considerations, past experiences, patterns of behavior that may signal an imminent situation and/or de-escalation techniques that have proven to be successful. Whenever staff becomes aware of a medical condition, it is their responsibility to work with the parent/guardian to identify viable modifications/alternatives.
To the extent possible, the District will collaborate with the parent/guardian to identify appropriate and effective techniques for supporting student behavior. Ultimately, it is the responsibility of the District to provide for the safety of all students. The general welfare and safety of both the student and others must be considered at all times. In dangerous situations where the student can cause serious, probable and imminent bodily harm to himself/herself or others, restraint may be used.

Documentation

All restraints must be documented on an Incident Report.

Reporting Requirements

Appropriate personnel will use the following protocol after each incident:

1. Verbally notify Principal as soon as possible;
2. School principal or designee will verbally notify the parent/guardians as soon as possible but no later than the end of the school day that the restraint occurs. The Principal or designee will update the parent/guardian on the student’s current emotional state and discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident;
3. Complete the Incident Report within one school day to the school principal or designee;
4. Send copy of the written report to the parent/guardian within 24 hours following the use restraint;
5. Place a copy of report in the student's confidential file.

Further, it is expected that each staff member involved in an incident will engage in a processing session(s). The staff member’s supervisor or designee shall complete and file the form.

Annual Review Process

The District shall establish a Committee to conduct an annual review of all individual and program-wide data associated with this policy. The Committee shall review at a minimum, the following components related to the use of restraint. These include an analysis of the following components:

1. incident reports;
2. procedures used during restraint, including the proper administration of specific district/facility approved restraint techniques;
3. preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
4. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
5. injuries incurred during a restraint;
6. notification procedures;
7. staff training needs;
8. specific patterns related to staff or student incidents; and environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools. Further, the Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the district/facility’s program.

The Nashua Board of Education will annually review its written policy and procedures regarding the use of restraint.

The Superintendent or designee shall ensure that all relevant personnel are aware of the District Use of Physical Restraint Policy and Procedures.

Principals will annually identify staff members who serve as school-wide resources to assist in ensuring proper administration of physical restraint. Each school will maintain and distribute an up to date list of trained staff to all relevant educational personnel.
NASHUA BOARD OF EDUCATION APPENDIX

NASHUA SCHOOL DISTRICT
INCIDENT REPORT FORM

Student: ___________________________ Date of Incident: _____________

School/Program: ___________________ Grade: ____________________

Person Completing Report: _______________________________________________________________________

Staff Involved in Restraint: _______________________________________________________________________

Beginning Time of Restraint: ___________ Ending Time of Restraint: ____________

Description of incident that necessitated restraint:

Location: _____________________________________________________________________________________

Others involved/witnesses: _________________________________________________________________________

Possible motivators:
□ Obtain peer attention
□ Obtain adult attention
□ Obtain items/activities
□ Avoid peers
□ Avoid adults
□ Avoid task/activity
□ Get/avoid self regulation
□ Don’t know
□ Other: ______________________________________________________________________________________

Describe the student’s behavior before, during and after the restraint:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Describe interventions utilized prior to restraint. Describe student’s response to the decelerating actions:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Page 5 of 7
Describe any injuries to student(s), staff. Reference or attach any injury reports that were necessitated by the restraint.


Has the school nurse examined student(s) or staff relative to this restraint? Yes ☐ / No ☐

Describe any property damage that might have occurred.


Describe processing that occurred with the student after the event and the outcome/plan generated from that processing.


Follow-up Actions:
- Student behavior plan amended to address potential future incidents: Yes ☐ / No ☐
- Environmental change: __________________________
- Change in staff behavior: ________________________
- Change in student behavior: ______________________
- Other: __________________________
- Need to complete FBA: _________________________
- Need to refer to 504/IEP Team for decision-making: _______________________

Date of processing reviews (see Processing Form):
- Staff: _______________________
- Student: _______________________

Notifications:
- Building Principal: Date: _______________________
- Administrator: Date: _______________________
- Parents: Date: _______________________
- Police: Date: _______________________
- Special Education Director: Date: _______________________
- Other: Date: _______________________

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NASHUA SCHOOL DISTRICT
PROCESSING OF RESTRAINT INCIDENT FORM

All staff involved in a crisis incident should be part of the processing session. This should occur after the incident report has been written and as soon as possible after the incident occurred. The focus of the processing is to increase the effectiveness of staff response and to decrease the need to future restraint.

The following are important elements of the processing and should be checked off as being discussed.

Staff discussed what led up to the incident
- Each staff described the incident from his/her own perspective without interruption from others. Not everyone will perceive the incident in the same way.
- Staff discussed the triggers that initiated the escalation of behavior, including student, staff and environmental triggers.

Staff talked about their feelings and reactions regarding:
- What aspects of the restraint process went well?
- What were the strengths of deescalating the incident?
- Was there anything the staff could have done differently that might have decreased or eliminated the need for the restraint?
- How did the staff feel about the restraint situation and how it turned out?
- Was the restraint necessary to maintain the safety of the staff and student(s)? Were there other options?
- What was the staff attitude prior, during and after the restraint? Did it escalate or de-escalate the student?
- Were there an appropriate number of staff involved in the restraint? Too many? Too few? How did it impact the restraint in terms of intensity and duration?

Staff discussed what to do next:
- Was the event processed with the student?
- What was the result of that processing?
- Overall, what were the issues that need to be addressed by the student and staff?
- What resources will staff need to assist in working more effectively with the student in the future? What are the training needs?

A staff processing session is a time to review the facts, to acknowledge staff feelings regarding the crisis and to give and receive support and encouragement from others.
WELLNESS POLICY

Scientific research has identified a positive relationship among adequate nutrition, physical activity, and academic success. Moreover, poor nutrition can place students at a higher risk of diabetes, obesity, and other health ailments.

For these reasons, the Nashua School District shall provide students with healthy food choices and physical activities while in school to encourage healthier lifestyles and promote academic success.

Purpose and Goals

School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy choices for students. In particular, students shall expect:

- Pleasant and safe eating areas with an adequate amount of time for eating.
- A systemic wellness program that integrates nutrition education into the health, physical education, guidance, and Family & Consumer Sciences curriculum, and that is coordinated with health and guidance services and the Food Service Program.
- An overall school environment before, during and after school hours that encourages students to make healthy food choices, develops healthy eating habits, and promotes opportunities for physical activity.
- Staff who are sensitive to, and promote the nutritional needs and interests of all students.
- Collaboration with community resources to develop strategies for educating all families and the community about healthy eating choices.

The Food Service Program

The Food Service Program shall provide healthy food choices for students. In particular, the Food Service Program shall:

- Ensure that meals offered through all school feeding programs meet federal nutrition standards.
- Adopt policies and menus ensuring that all foods and beverages available on school campuses contribute toward eating patterns that are consistent with the current Dietary Guidelines for Americans.
- Encourage partnerships with the educational community through Team Nutrition in schools.

Food Choices at School

Students’ eating habits are greatly influenced by the types of food and beverages that are available to them during the school day, not only through the Food Service Program but also through the sale of foods and beverages in such locations as school stores and vending machines.
WELLNESS POLICY
(continued)

All food items sold/provided to students in these locations by the School District shall meet or exceed the standards for competitive foods as specified by the John Stalker Institute of Food and Nutrition on their "A-List." For the complete A-List of approved products, go to: http://www.johnstalkerinstitute.org/alist/

Exceptions to the A-List are noted below. All beverages sold to students in these locations by the School District shall meet the following guidelines:

- Juices
  - 100% fruit and vegetable juice only
  - 8 oz. or smaller container

- Water
  - Pure water, nothing added

- Milk
  - 1% fat or less
  - 4 grams per ounce or less total sugars (i.e., lactose and added sweetener)
  - 8-14 oz. container

- Flavored Water
  - Not carbonated unless exempted by the USDA
  - No caffeine
  - Minimum 5% RDA of specified nutrients (Vitamin C, Vitamin A, niacin, riboflavin, thiamin, calcium and iron)
  - No more than 10 calories per 8 oz. serving from sugar or other caloric sweeteners
  - Only non-caloric sweeteners approved by USDA
  - No more than 200 mg of sodium per serving

Any food or beverages sold in competition with the Food Service Program from these locations, must meet State and federal regulations regarding competitive food sales.

School related groups such as PTOs, booster clubs, and student organizations are required to adhere to these guidelines during the school day. School staffs are also expected to follow these guidelines in school and classroom celebrations, fundraising, and to utilize other alternatives to food as performance incentives.

Implementation and Evaluation

- All nutrition and physical education programs and school stores will be monitored and assessed regularly in conjunction with other District academic and health-related programs. FACS (Family and Consumer Science) and culinary arts have their own minimum standards that govern what they teach.

- Using student health and fitness performance standards and State physical fitness and health tests, student progress will be analyzed and assessed. The physical activity goals listed in POPPS IMAH will be supported and encouraged to ensure compliance with the current New Hampshire School Wellness Policy and Implementation Assessment guidelines.
WELLNESS POLICY
(continued)

- Teachers and parents will be provided appropriate communications and educational opportunities to better understand the requirements for compliance in this wellness effort. This will be done through communications posted on the District’s website, eNews publications, and in the parent handbook.

- School Principals will ensure that a coordinated effort exists within their schools to implement and monitor compliance with this wellness policy.

- The District’s Wellness Team will establish a plan for implementation and evaluation of Policy JLCF, and will evaluate data and measure compliance to the policy. The Wellness Team will provide a written report annually on compliance to the Superintendent and Board of Education.
SCHOOL, COMMUNITY AND HOME RELATIONS

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to establish expectations for involvement between the schools the community and the parents of all students enrolled in District schools. The Superintendent is charged with promoting these expectations:

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, and mentor - who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- The support of area businesses, agencies and other organizations will be sought through financial, goods and services, and volunteer contributions.
- Partnerships will be developed with local organizations, local city and county governments and talented individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:
NH Code of Administration Rules, Section Ed. 306.04(a)(11) and (k), Policy Development

Board Approved: 3/31/2008
ADVERTISING AND SPONSORSHIP IN SCHOOLS

Definitions

Advertising is defined as the payment of money or other economic benefit to a school or to the district in exchange for visual, audio, or video placement of a name, slogan, or product message on a school district property, publication, or broadcast. The term advertisement does not include traditional fundraising activities such as magazine sales, nor does it apply to outright gifts to which no quid pro quo is attached.

Incidental Advertising is defined as advertising which is embedded in approved classroom materials, equipment such as vending machines and their contents, logos on uniforms and sports equipment and brand information attached to District equipment.

Sponsorship is defined as the payment of money or other economic benefit to a school or to the district in exchange for recognition by a school or the district.

Sponsorships

Sponsorships may be recognized in yearbooks, school newspapers, and programs of school-related events, as well as verbally by school officials in school announcements.

Advertising

Advertising on school property is limited to Stellos Stadium, and on scoreboards both on athletic fields and in school gymnasiums. Specific locations of advertising on school property shall be approved by the Board of Education. All advertising shall comply with the conditions of this policy and its procedures.

Advertising is also permitted:
- In yearbooks, school newspapers and programs of school-related events.
- In the school store, for the purposes of promoting products sold in the school store.
- In the Food Service Program.

No advertising shall promote the use of tobacco, alcohol, illegal drugs, gambling or weapons; contain vulgar and plainly offensive, obscene, or sexually explicit language; advocate the violation of law or District policy; advance any religious or political organization and/or message; promote, favor, or oppose a candidate for elected office or other political issue; be associated with any company or individual whose actions are inconsistent with the district's mission and goals or community values; or otherwise be in violation of law.

Students may not be required to advertise a product, service, company, or industry. This prohibition on student advertising includes athletic uniforms and equipment, although uniforms and equipment may display the name or logo of the uniform or equipment manufacturer.
Placement of an advertisement does not constitute an endorsement of an advertiser's products, programs or services by the Board of Education or Nashua School District.

**Incidental Advertising**

Students and staff may also be exposed to incidental advertising:
- In courses of study which have specific lessons related to advertising. It will be up to each principal to decide whether the lessons related to advertising are appropriate.
- In such supplementary classroom and library materials as newspapers, magazines, television, the Internet, and similar media.
- In the display of product names on vending machines that have been placed in the school for the use of students, staff, and the public.

**Use of Advertising Revenue**

The Superintendent shall recommend to the Board of Education, and the Board shall approve how advertising proceeds are expended. Advertising proceeds may be used to support the cost of maintaining advertising, including but not limited to placing advertisements and installing advertising signage.
VISITS TO SCHOOLS BY CANDIDATES AND PUBLIC OFFICIALS

The Nashua School District encourages students to be “responsible, productive members of a rapidly changing society”. To that end, the District encourages students to be engaged, voting citizens, and welcomes civic and political leaders into our schools and into our classrooms to support a teacher’s lesson plan in government, civics, and social studies, or related and relevant disciplines.

As invited guests to the District, civic leaders and political candidates may tour the campus and talk with students about the political election process.

Political candidates and civic leaders’ visits must be approved by the school’s principal and the Superintendent. Such tours must be guided by the principal or designee. Teachers are encouraged to participate in the political process and encourage student engagement as long as there is a clear separation between their private and personal political beliefs and their professional and public role as a Nashua School District teacher.

To ensure common understanding regarding political candidates and civic leaders’ visits, the following guidelines apply:

1. Visits should be linked to the local, state, or national government, civics, social studies, humanities, or relevant and related classroom lessons and curriculum.

2. Visits should not be disruptive to student or teacher populations not involved in the event.

3. If a candidate for public office is invited to visit campus or requests a visitation in connection with his or her candidacy for office, all other recognized candidates will be provided the same or comparable opportunity.

4. School advocacy clubs such as the Young Democrats of America or the Young Republican National Federation are subject to all aspects of this policy except #3 immediately above.

5. Visits will not include distribution of election materials to students.

6. Visits may include school press and external press:

   • Press access is expected to be well-managed and respectful of students, staff and the school as an academic institution.
   • The principal and/or the superintendent reasonably expect that including press presence will not be disruptive of the educational process.
   • The principal or designee is responsible for ensuring that students under the age of eighteen for whom the school does not have permission to photograph, interview or videotape are excluded from these activities. Students eighteen or older can make their own decision to participate or not.

Board Approved: 05/09/2011
R/Board Approved: 08/15/2011
NOTIFICATION OF PARENTAL AND STUDENT RIGHTS

The following statement shall be included in all parent and student handbooks which shall be distributed annually: The federal Family Educational Rights and Privacy Act of 1974 and regulations adopted by the U. S. Department of Education grant parents of students, along with "eligible students" (students who have attained eighteen years of age or who are attending institutions of post-secondary education), certain rights relative to education records maintained by the Nashua School District. The District shall provide for the need to notify parents of their rights in a language other than English.

These rights include the following:

First, parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records. Upon request, parents or eligible students will receive reasonable explanations and interpretations of records.

Second, a parent of a student, or an eligible student, may request that the student's education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.

Third, the statute and regulations forbid the disclosure of personally identifiable education records without prior written parental consent, or prior written consent by the eligible student, except in certain specified situations as stated in this policy.

In order to implement the statute and regulations, the Nashua School Board has adopted a written policy which is available to parents and eligible students in the Nashua School District's Planning, Organization, Policies, Procedures and Staff Manual (POPPS). Copies of POPPS are available in the office and library of each school, at the Administrative Office located at 141 Ledge Street and at the Nashua Public Library.

The federal statute and regulations are enforced by the Family Educational Rights and Privacy Act Office, U. S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202, which is empowered to investigate timely written complaints.

8/15/83
STUDENT BEHAVIOR STANDARDS

MISSION STATEMENT

The primary purpose of the public school is education. In order for students to learn and teachers to teach, an atmosphere conducive to learning must be maintained.

GOALS

Discipline is…

- a process through which individuals learn and demonstrate expected, appropriate behaviors.
- an orderly and structured environment.
- achieved when students, parents/guardians, teachers, Principals, administrative and support personnel, Superintendents, and the community, as represented by the Board of Education, accept responsibility for their own behaviors and respect the rights of others.

EXPECTATIONS

The entire community has a vested interest in the discipline program within our schools. Successful implementation of a thoughtfully constructed discipline policy is a benefit to the entire community both for the present and for the future. Habits of self-discipline developed in the educational setting…

- will have a positive influence on building stronger family bonds;
- will enhance the opportunity for better relationships within the workplace and the community.

CORE RESPONSIBILITIES

It is everyone's responsibility to:

- teach and model self-discipline
- respect the rights of others
- cooperate with one another
- learn the Nashua School District's Student Behavior Standards
- recognize that absenteeism is a classroom disruption
- provide a safe and positive educational environment at school and at home

It is a student's responsibility to:

- be in charge of his/her own behavior
- comply with school rules at all times
- arrive at school and to class on time
- be prepared to learn
- honor the teacher's duty to teach and other students' right to learn
- attend school daily
- tell school staff about any discipline concerns they may have
It is the parents' responsibility to:

- communicate to the school their child(ren)'s concerns or needs
- encourage their child(ren) to do his/her best
- contact school if the child(ren) will be absent
- be available for conferences
- assure that the child(ren) attend school daily
- help the child(ren) learn about the Nashua Schools' behavioral expectations and the consequences of breaking rules
- ensure that adult supervision is provided should a child's behavior cause him or her to be suspended out of school

It is a teacher's responsibility to:

- manage classroom behaviors
- inform and post classroom rules and behavioral expectations
- report to parents regularly
- enforce the Nashua School District's Student Behavior Standards
- provide students with a safe school environment
- encourage and model good attendance

It is a Principal's responsibility to:

- enforce the Nashua School District's Student Behavior Standards
- maintain high visibility in and around the school
- communicate school rules to students, staff and parents
- communicate to parents and involved staff the discipline action taken
- maintain discipline and attendance files
- report any suspected illegal activities to police and Superintendent's office
- assume over-all responsibilities for school rules being followed
- encourage and model good attendance

It is the Superintendent's responsibility to:

- ensure that all school Principals consistently enforce the Nashua School District's Student Behavior Standards
- give support and advice to school staff
- maintain quarterly discipline reports (excluding students' names) of incidents requiring Principal's involvement

It is the Board of Education's responsibility to:

- adopt a fair and consistent discipline policy
- ensure, through the Superintendent of Schools, that the Student Behavior Standards are consistently implemented by all school employees
OVERVIEW: STUDENT BEHAVIOR STANDARDS

Good behavior and classroom discipline are mandatory if learning is to take place. The purpose of the Nashua School District’s Student Behavior Standards is to ensure that a safe and orderly environment is maintained for everyone. These rules are in effect for all Nashua School students at any school function, school-sponsored event, school bus stop or bus ride.

As students grow and mature, they are expected to accept greater behavioral responsibilities. These standards are designed to guide students through the process of learning good discipline and to outline the consequences of disruptive behavior. There are situations which will warrant minor disciplinary responses at the elementary level (grades K-5), while the same situation will result in a more severe response at the middle (grades 6-8) and high school (grades 9-12) levels. Although the responses may differ, the Student Behavior Standards remain constant. Students should be aware that, in addition to the violations listed, other infractions may be included as part of the individual school rules and regulations. These rules and regulations will be communicated to parents and students in writing annually.

In addition, anyone who is a student in the Nashua School District, who commits an act of vandalism involving school property outside of the normal school day, or during non-school days, shall be held accountable under this policy. Any perceived threatening act towards any employee of the Nashua School District after normal school hours and days, will fall under the Student Behavior Standards.

The violations are divided into three classes—Minor, Intermediary, and Major.

Class III Offenses (Minor)
Class III Offenses will generally be dealt with through in-school disciplinary actions, such as detentions and other teacher-initiated strategies.

When an after-school detention is assigned to an elementary school student, the Principal or designee will contact the parent/guardian to mutually agree upon the day and time of the detention, as well as the plan and method of returning the child home.

When an after-school detention is assigned to a middle or high school student, a 24-hour notice is required.

Class II Offenses (Intermediary)
Class II Offenses will generally require more severe disciplinary actions consisting primarily of Extended Day Detention (EDD). For more serious Class II Offenses Out-of-School Suspensions (OSS) can be assigned.

Class I Offenses (Major)
Class I Offenses are of an extremely serious nature and generally will warrant out-of-school suspensions by Principals and the Office of the Superintendent and/or expulsion by the Board of Education.

All suspensions and expulsions will be handled as outlined on Pages 11-12.

At the elementary level, only Class I suspensions will result in an automatic “F” grade in Conduct, in the quarter that it occurs, on the report card.

By implementing uniform student behavior standards, the Nashua School District can provide a safe, educational environment that is consistently maintained throughout all schools and enforced by all teachers and administrators.

CONDITIONS FOR ACADEMIC MAKE-UP

Linking academic grades to behavioral discipline is not always an effective method of modifying the behaviors of suspended students. For this reason, this policy includes a provision for making up schoolwork missed due to a suspension. Nashua High School students will be afforded this make-up privilege only once per semester and only at the time of the first offense. Nashua High School students who receive a subsequent out-of-school suspension will not have this privilege extended a second time.

Within one week of returning to school from an out-of-school suspension of ten (10) days or less, it is the student’s responsibility to meet with his/her teacher during the subject teacher’s after school make-up time. Failure to make
and to keep this appointment with the teacher may jeopardize the make-up option. The purpose of this meeting will be to determine the extent of the schoolwork and to establish a timeline for its completion. Students will be granted a minimum of one day's time per each day of suspension to make up their schoolwork, not to exceed a maximum of ten school days from the date the assignment was provided by the teacher.

School work will not be provided by teachers while a student is serving an out-of-school suspension. However, when suspensions of more than five (5) days are assessed, the student, with administrative permission, will arrange to meet with teachers during the period of suspension. This meeting will occur only during the subject teacher's after school make-up time. Students will be granted a minimum of one day's time per each day of suspension to make up their schoolwork, not to exceed a maximum of ten school days from the date the assignment was provided by the teacher.

The only exception to this academic make-up policy is when a student cuts a class or is truant from school. In those instances, students will not be allowed to make-up schoolwork for credit. However, if a student is disciplined for truancy with an out-of-school suspension, the make-up provision will be allowed.

SCHOOL ACTIVITIES

During the time that a high school student is suspended from school or is on an Extended Day Suspension, he/she loses the privilege of participating in all school sponsored athletic, extra-curricular and co-curricular activities for that period.

During the time that a middle school student is suspended out-of-school he/she loses the privilege of participating in all school sponsored athletic, extra-curricular and co-curricular activities for that period. During the first in-school suspension, a middle school student will be allowed to participate in all school sponsored athletic, extra-curricular and co-curricular activities during the time of the suspension. However, for any subsequent in-school suspension(s), participation will not be allowed in all school sponsored athletic, extra-curricular and co-curricular activities for that period (see POPPS 10214—Student Extracurricular Expectations).

USE OF CHARTS

The charts on the following pages outline student violations and the proper responses to those violations. The charts are made up of four different columns. The first column is the student violation. The second, third and fourth columns are the responses for those violations by grade level: Elementary, Middle School and High School. At times, the response will be the same for more than one grade level and more than one violation; in this case, the grade level columns may appear as one. In other cases, the response will refer you to a higher offense class such as Class II or Class I, at which time you need to refer to the appropriate chart. When more than one response is available, the school administrator will use the most appropriate choice according to the severity of the offense(s) and all other factors involved in the incident.

When a regular education student is recommended for a long-term suspension or expulsion and the staff has reason to believe that this student has an educational disability, an I.E.P. team meeting shall be immediately convened. If the I.E.P. team determines that this student does have an educational disability, the team shall also determine whether the event causing the disciplinary action was a manifestation of the student’s educational disability. A full explanation of the procedure related to suspensions and expulsion is found beginning on Page 13.
CLASS III OFFENSES (Minor)

Class III Offenses usually occur in the classroom or other settings under the teacher's supervision. Occasionally, the teacher will have to call on other people for assistance, but the responses at this level usually do not require the intervention of a building administrator.

<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic dishonesty, cheating</td>
<td></td>
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<tr>
<td>An inappropriate behavior or improper act</td>
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<tr>
<td>Truant from class</td>
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<tr>
<td>Deliberately disrupting or distracting others</td>
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<tr>
<td>Continuous refusal to bring required materials to class</td>
<td></td>
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<tr>
<td>Possession and/or use of any electronic device not authorized by the Superintendent or designee. Such items will be confiscated and will require a parent/guardian to pick them up.</td>
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<td></td>
</tr>
<tr>
<td>Deceiving or lying to a staff member</td>
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<tr>
<td>Leaving class without the teacher's permission</td>
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<tr>
<td>Failure to follow any staff member's reasonable request to carry out school rules</td>
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<tr>
<td>Any inappropriate display of affection</td>
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<td></td>
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</tr>
</tbody>
</table>

**PROCEDURAL RESPONSES TO CLASS III OFFENSES**

A. Discuss the matter with the student, and warn the student that the continued misbehavior will result in the loss of certain privileges.

B. The teacher may then proceed, as appropriate, with any of the following corrective actions:
   - Isolate the student within the classroom.
   - Contact parent/guardian by telephone/NOTE.
   - Have the student present when calling a parent/guardian at home or work to explain misbehavior.
   - Have student write a letter to parent/guardian explaining his/her misbehavior; require parent/guardian to sign the letter.
   - Develop a student behavioral contract.
   - Assign an after-school detention.
   - Withhold privileges (no student may be denied the right to have lunch or snack).
   - Initiate a pre-arranged alternative classroom setting for up to an hour.
   - Consult with Principal, guidance counselor, case managers, or other appropriate staff concerning future strategies.
   - Any other acceptable action as adopted by the school staff.
   - In situations where academic dishonesty is the issue, students will not be given credit for the work presented.

C. If the student does not respond to the above attempts, the student shall be removed from the classroom for at least the remainder of the class period and/or up to the remainder of the school day, and the parent/guardian will be called immediately.

D. When a student is sent to the Principal's office, a discipline referral form will be submitted to the Principal by the teacher as soon as is practical. The Principal will maintain these forms as part of the student's disciplinary files. When necessary, teachers will be responsible for providing summary information of corrective actions attempted prior to referring the student to the office.
<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pushing/shoving or running in hallways</td>
<td>E. At the elementary level, after any three violations, there will be a teacher-initiated parent/guardian communication. At the secondary level, after a student is referred to a school administrator three times during a quarter, the school administrator will communicate with the parent/guardian. This communication may be initiated by the administrator or by the teacher/team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td>F. Use student demerits where applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other violations which the Principal considers reasonable to fall within this category</td>
<td>G. Repeated Class III Offenses as reviewed by appropriate staff may be treated as Class II Offenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td>H. A singularly severe incident may be treated as a Class II Offense by the Principal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plagiarizing, destroying, pirating (copyright infringement), altering or any other misuse of computer software and/or hardware belonging to students, the school department, or any school employee/volunteer</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class I* Response</td>
</tr>
<tr>
<td>Repeatedly tardy to school or class</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Truancy/skipping school</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Use of profanity and/or obscene language or gestures</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Disrespectful behavior towards others</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Possession of any demeaning publication or material including, but not limited to, the following areas: race, color, ethnic origin, religion, sex, sexual orientation and disability status</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Forgery</td>
<td>Class III Response</td>
<td>See Class II** Response</td>
<td>See Class II** Response</td>
</tr>
<tr>
<td>Possession of tobacco products, 1st offense, either in school or on school grounds or other campus areas which are under the jurisdiction of the Nashua School District Listed below in Class II</td>
<td>* Confiscation of tobacco products</td>
<td>* Notification of parent/guardian and conference</td>
<td>* Notification of Nashua Police of first offense</td>
</tr>
<tr>
<td></td>
<td>* Two nights of Extended Day Detention</td>
<td>* Enrollment in a Tobacco Education Program. The fee is the responsibility of the student/parent/guardian</td>
<td>* Ten (10) hours of community service</td>
</tr>
</tbody>
</table>

* Possible Responses to Class I Offenses are found on Pages 10 and 11.
** Possible Responses to Class II Offenses are found on Pages 8 and 9.
## CLASS III OFFENSES (Minor) (Continued)

<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of tobacco products, 2\textsuperscript{nd} offense, either in school or on school grounds or other campus areas which are under the jurisdiction of the Nashua School District</td>
<td><em>This is a Class II Response</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Confiscation of tobacco products</td>
<td>• Notification of parent/guardian</td>
<td>• Enrollment in the Tobacco Education Program. The fee for this program is the responsibility of the student/parent/guardian</td>
</tr>
<tr>
<td></td>
<td>• Referral to Nashua Police for prosecution with a fine</td>
<td>• Four (4) nights of Extended Day Detention</td>
<td>• Three-day (3) in-school suspension (excluding High School)</td>
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<tr>
<td></td>
<td>• Fifteen (15) hours of community service</td>
<td></td>
<td>• Fifteen (15) hours of community service</td>
</tr>
<tr>
<td></td>
<td>• If a student does not attend in-school suspension, the student will be considered truant and a Truancy Petition will be issued.</td>
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<tr>
<td>Possession of tobacco products, 3\textsuperscript{rd} offense and subsequent, either in school or on school grounds or other campus areas which are under the jurisdiction of the Nashua School District</td>
<td><em>This is a Class II Response</em></td>
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<tr>
<td></td>
<td>• High School: Refer to Class I response</td>
<td>• Confiscation of tobacco products</td>
<td>• Referral to Nashua Police for prosecution with a fine</td>
</tr>
<tr>
<td></td>
<td>• Notification of parent/guardian</td>
<td>• Three-day (3) in-school suspension</td>
<td></td>
</tr>
<tr>
<td>Students who fail to comply, 1\textsuperscript{st} offense, with the community service and/or Tobacco Education Program for possession of tobacco products</td>
<td><em>This is a Class II Response</em></td>
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<td></td>
<td>• Additional two-day (2) out-of-school suspension.</td>
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</tr>
<tr>
<td>Students who fail to comply, 2\textsuperscript{nd} offense, with the community service and/or Tobacco Education Program for possession of tobacco products</td>
<td><em>This is a Class II Response</em></td>
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<td></td>
<td>• Additional three-day (3) out-of-school suspension.</td>
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</tbody>
</table>
CLASS II OFFENSES (Intermediary)

By their nature, these acts are considered as significant violations of the student behavior standards. Class II offenses require that a building administrator be involved in the disciplinary action.

<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
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</thead>
<tbody>
<tr>
<td>Conduct which is mentally or emotionally injurious to others</td>
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<td>Reckless behavior/endangering others</td>
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<td>Harassment of an ethnic, racial, sexual or religious nature, including but not</td>
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<tr>
<td>limited to: conduct or comments that threaten physical violence; offensive,</td>
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<tr>
<td>unsolicited remarks; unwelcome gestures or physical contact, including</td>
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<td>unsolicited propositions to engage in sexual acts; and verbal abuse or</td>
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<td>insults about, or directed at, any faculty, staff, and/or student</td>
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<tr>
<td>Defacing or vandalizing school property or the personal property of others</td>
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<tr>
<td>Leaving school grounds without permission; being in an &quot;off limits area&quot;; or</td>
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<tr>
<td>being on school grounds at a time when it is clearly prohibited</td>
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<tr>
<td>Persistent disruptive behavior which repeatedly interrupts the educational</td>
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<tr>
<td>environment</td>
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<tr>
<td>Bullying</td>
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<tr>
<td>Gambling</td>
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<tr>
<td>The threat or perceived threat by word or act to do violence to another where it</td>
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<tr>
<td>is reasonably certain that the person has the intention and means to carry out</td>
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<tr>
<td>the threat</td>
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<tr>
<td>Instigating, engaging in or attempting to fight another student. The</td>
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<tr>
<td>investigating professional may take into consideration the actions of the</td>
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<tr>
<td>student who was attacked if he/she had no reasonable alternative but to</td>
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</tr>
<tr>
<td>physically defend him/herself.</td>
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</tbody>
</table>

PROCEDURAL RESPONSES TO CLASS II OFFENSES

A. Immediate removal of the student for the rest of the class period or for the school day if the student's presence is detrimental to the classroom or poses any danger to others.

B. The school administrator shall make every reasonable effort to contact the parent as soon as possible after the disciplinary action. A conference will be scheduled as needed.

C. According to the severity of the offense(s), in elementary and middle schools, there will be an in-school suspension of up to three (3) days or an out-of-school suspension from one to five (1-5) days; at the high school level, Extended Day Detentions from one to five (1-5) days will be issued. For more serious Class II offenses at the High School level, a (one to five) 1-5 day out-of-school suspension may be administered. Some situations may require a request to the Superintendent or designee for additional days of suspension.

D. Depending on the severity and the nature of the offense, law enforcement authorities may be contacted and the student may be subject to prosecution.

E. Restitution for damages to school property may be required.

F. Singularly severe incidents and/or repeated Class II Offenses may be treated as Class I Offenses.
<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing, distributing or having for sale any demeaning publication including, but not limited to, the following areas: race, color, ethnic origin, religion, sex, sexual orientation and disability status.</td>
<td>SEE: RESPONSES TO CLASS II OFFENSES AS LISTED ON PREVIOUS PAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Class III Offenses</td>
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<td></td>
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</tr>
<tr>
<td>Any other violation which the school principal considers reasonable to fall within the category due to its severity.</td>
<td>Class II Response</td>
<td>See Class II Response</td>
<td>See Class I Response</td>
</tr>
<tr>
<td>Possession of a toy gun</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use of tobacco products, 1st offense, on School District property or at any school function or off school grounds, including school buses.</td>
<td>Class II Response</td>
<td>See Class I* Response</td>
<td>See Class I* Response</td>
</tr>
<tr>
<td>Listed above in Class III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of tobacco products, 2nd offense, on School District property or at any school function or off school grounds, including school buses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of tobacco products, 3rd and subsequent offense, on School District property or at any school function or off school grounds, including school buses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who fail to comply, 1st offense, with the community service and/or Tobacco Education Program for use of tobacco products.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students who fail to comply, 2nd offense, with the community service and/or Tobacco Education Program for use of tobacco products.</td>
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</tr>
</tbody>
</table>

- Confiscation of tobacco products
- Notification of parent/guardian
- Notification of Nashua Police of first offense
- Two nights of Extended Day Detention
- Enrollment in a Tobacco Education Program. The fee for this program is the responsibility of the student/parent/guardian
- Ten (10) hours of community service

- Confiscation of tobacco products
- Notification of parent/guardian
- Referral to Nashua Police for prosecution with a fine
- Four (4) nights of Extended Day Detention
- Enrollment in the Tobacco Education Program. The fee for this program is the responsibility of the student/parent/guardian
- Three-day (3) in-school suspension (excluding High School)
- Fifteen (15) hours of community service

- Additional three-day (3) out-of-school suspension
CLASS I OFFENSES (Major)

Violence, weapons, and crime will not be tolerated on Nashua School District property or at any Nashua School District sponsored event. These acts are the most severe violations of the behavior code. Offenses at this level usually go beyond the school discipline system and almost always draw upon law enforcement authorities. All students involved in Class I Offenses will be removed from school immediately.

<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing or possessing a firearm, as defined in Section 921 of Title XVIII of the U.S. Code, on school grounds or within the &quot;Safe School Zone** without the written authorization from the Superintendent</td>
<td>• Contact with parent/guardian</td>
<td>• Contact with parent/guardian</td>
<td>• Contact with parent/guardian</td>
</tr>
<tr>
<td></td>
<td>• Contact with police department</td>
<td>• Ten-day (10) out-of-school suspension with a recommendation for expulsion from the Superintendent's office</td>
<td>• Contact with police department</td>
</tr>
<tr>
<td></td>
<td>• Expulsion from school by the Board of Education for a minimum of twelve (12) months</td>
<td>• Ten-day (10) out-of-school suspension from Principal</td>
<td>• Ten-day (10) out-of-school suspension from Principal</td>
</tr>
<tr>
<td></td>
<td>• When applicable, restitution for damages</td>
<td>• Or, request for expulsion by Superintendent</td>
<td>• Or, request for expulsion by Superintendent</td>
</tr>
<tr>
<td></td>
<td>• Expulsion from school for a specific period of time may be a determination by the Board of Education.</td>
<td>• Expulsion from school for a specific period of time may be a determination by the Board of Education.</td>
<td>• Expulsion from school for a specific period of time may be a determination by the Board of Education.</td>
</tr>
<tr>
<td></td>
<td>• When applicable, restitution for damages</td>
<td>• When applicable, restitution for damages</td>
<td>• When applicable, restitution for damages</td>
</tr>
<tr>
<td>Possession of a pellet, BB gun or BB rifle on school grounds or within the &quot;Safe School Zone** Distribution, exchange, or selling of drugs or possession of drugs with the intent to distribute, exchange or sell Starting or attempting to start a fire on school property</td>
<td>• Using or threatening to use any dangerous object, weapon, destructive devices, or any instrument which might be capable of inflicting bodily injury; and/or assaulting, attacking or threatening to cause physical injury with or without any dangerous object to any adult or student</td>
<td>• Contact with parent/guardian</td>
<td>• Contact with parent/guardian</td>
</tr>
<tr>
<td></td>
<td>• Contact with police department</td>
<td>• Ten-day (10) out-of-school suspension from Principal</td>
<td>• Ten-day (10) out-of-school suspension from Principal</td>
</tr>
<tr>
<td></td>
<td>• Ten-day (10) out-of-school suspension from the Superintendent or designee</td>
<td>• Or, request for expulsion by Superintendent</td>
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<td>• Expulsion from school for a specific period of time may be a determination by the Board of Education.</td>
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<td>• When applicable, restitution for damages</td>
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<td>Possession of alcohol, illegal drugs or drug paraphernalia or being under the influence of alcohol, illegal drugs or any substance purported to be an illegal drug</td>
<td>• Contact with parent/guardian</td>
<td>• Contact with police department</td>
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<td>• Contact with police department</td>
<td>• Ten-day (10) out-of-school suspension from Principal</td>
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<td>• Request for ten-day (10) out-of-school suspension from the Superintendent or designee</td>
<td>• A portion of any out-of-school suspension may, at the discretion of the Superintendent or designee, be held in abeyance if drug assessment with a certified alcohol/drug counselor is conducted and assessment recommendations are followed.</td>
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## CLASS I OFFENSES (Major)
(Continued)

<table>
<thead>
<tr>
<th>STUDENT OFFENSES</th>
<th>ELEMENTARY RESPONSE</th>
<th>MIDDLE SCHOOL RESPONSE</th>
<th>HIGH SCHOOL RESPONSE</th>
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<tbody>
<tr>
<td>Causing a false fire alarm or a bomb scare</td>
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<tr>
<td>Any act of sexual violence</td>
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<td>Possession of any dangerous object, weapon, fireworks, destructive devices or any other instrument which may be capable of inflicting bodily injury</td>
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<td>Unlawful entry</td>
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<td>Inciting others to violence and/or encouraging other students to join in a disturbance</td>
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<td>Repeated Class III or II Offenses</td>
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<td>Any other violations which the school Principal considers reasonable to fall within this category due to its severity</td>
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**PROCEDURAL RESPONSES TO CLASS I OFFENSES (AS LISTED TO THE LEFT)**

Discipline Responses for any Class I Offense in any Nashua School District building, "School Safety Zone,** or at any school function shall be as follows:

- Contact with parent/guardian
- Ten-day (10) out-of-school suspension from Principal
- Optional request of up to ten (10) days additional out-of-school suspension to the Superintendent or designee
- Or, optional request of expulsion by the Superintendent
- Contact with law enforcement authorities may be recommended dependent upon the nature and the severity of infraction
- Student may be subject to prosecution and restitution

The parents/guardians shall be informed throughout the process. Additionally, other forms of long-term and permanent reassignment shall be explored as required by the situation.

**"School Safety Zone" as defined in RSA 193-D:1
PROCEDURES FOR STUDENT DISCIPLINARY ACTION

PURPOSE

The purpose of this policy is to ensure that all students subject to disciplinary procedures have been afforded due process, and that all disciplinary actions conform to RSA 193:13, the IDEA, Section 504 of the Rehabilitation Act, New Hampshire Rules for the Education of Children with Disabilities, policies of the Nashua Board of Education, and the Safe School Zone Act. Whenever a student is suspended or expelled, he or she shall receive a copy of his/her rights.

A school administrator may suspend a student for up to ten (10) days for disciplinary reasons. The Principal may request the Superintendent or designee to suspend the student up to an additional ten (10) days. The Superintendent may request the expulsion of a student for disciplinary reasons.

DEFINITIONS

EXPULSION: The denial of a student’s attendance at school for any of the reasons listed in RSA 193:13, II and III. Ed 317.02 (a) for a period of time in excess of 20 days.

OFFICE DETENTION: Office detentions are held Monday through Thursday. A student failing to serve his/her detention will be assigned two office detentions. Failure to serve either of these will result in Extended Day Detentions. Dates for detentions will not be changed except for medical or legal appointments. A student who is absent or dismissed and misses detention must serve that detention the following day they are in attendance at school. Failure to serve the detention as outlined will incur further disciplinary actions.

EXTENDED DAY DETENTION: Extended Day Detentions (EDD) are held Monday through Friday. Students failing to serve his/her assigned extended detention may not return to the academic school day until the extended detention has been served. Please note that students are responsible for their own transportation home. Students absent from school on the day of an assigned extended detention must serve the extended detention on the day she/he returns to school. Students assigned an extended day detention may not participate in any extra-curricular events from the date assigned to the day following completion of the extended day detention. Students and parents should note that the dates of assigned office detentions or extended detention will not be changed. If a student chooses not to attend an assigned extended detention s/he may not return to school until the assigned extended detention is served the following day. Students choosing to miss an assigned extended detention will be marked as a suspension (S) until the extended detention is served. Students who are marked ‘S’ due to missing an assigned extended office detention will be considered suspended and follow the existing Make-up policy.

IN-SCHOOL SUSPENSION: Removal of a student from the regular class schedule.

OUT-OF-SCHOOL SUSPENSION: The temporary denial of a student’s attendance at school for a specific period of time for neglect or refusal to conform to announced, posted or printed school rules. Ed 317.02 (j).

SHORT-TERM SUSPENSION: One (1) to ten (10) days

LONG-TERM SUSPENSION: Eleven (11) to twenty (20) days

DISCIPLINARY REVIEW TEAM (DRT): A group of administrators and teachers who are responsible for reviewing the cumulative folder of a regular education student when the student is suspended for more than ten (10) days.

STUDENT WITH AN EDUCATIONAL DISABILITY: An “educationally disabled child” as defined in RSA 186-C:2 1, is “any person three years of age or older but less than 21 years of age who has been identified and evaluated by a school district” according to the provisions of Ed 1107 and determined to have autism, deafness, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disturbance, a specific learning disability, speech or language impairment, traumatic brain injury or visual impairment and who,
because of such impairment, needs special education and educationally related services, according to the provisions of Ed 1102.47.

SHORT-TERM SUSPENSION

A school administrator shall meet with the student to discuss the student's conduct and shall:

a. inform the student of the nature of the violation;

b. inform the student of the nature of the evidence and facts upon which the administrator is making his/her decision;

c. receive information and evidence from the student on his/her behalf; including presentation of any mitigating factors; and,

d. inform the student that his/her parents or guardian may request a meeting with the Principal to review the disciplinary action.

The school administrator shall make every reasonable effort to contact the parent as soon as possible after the disciplinary action. If the administrator cannot contact the parent, then the administrator shall provide the student with a notice of suspension; the student shall sign the notice of suspension upon receiving it to acknowledge his/her responsibility for delivering it to the parent/guardian; and the student is then responsible for delivering the notice of suspension to the parent/guardian, unless there are extenuating circumstances.

If a student is suspended for ten (10) or fewer days, the Principal or designee shall immediately send the parent/guardian a letter explaining the disciplinary action. The letter shall set forth:

a. an explanation of the charge(s) against the student and a summary of the evidence supporting the charge(s);

b. the disciplinary action taken by the school administrator;

c. the period of time covered by the disciplinary action;

d. notice of the school administrator’s intention to request further disciplinary action either by the Superintendent of Schools, the Associate Superintendent, or the Nashua Board of Education; and,

e. notice that the parent/guardian may request to meet with the Principal to review the discipline.

The Principal or designee shall send this letter to the parent/guardian by regular U.S. mail to the last known address.

Special education students may be subject to short-term suspensions consistent with the procedures afforded non-disabled students under this section. When any suspension of a special education student results in an accumulative suspension during a school year in excess of ten (10) days, then the procedures for long-term suspension of a special education student are applicable."

LONG-TERM SUSPENSION

The Superintendent or designee, upon receiving a request from a Principal for a long-term suspension (a suspension beyond ten days), shall schedule a hearing. If practical, this hearing shall be scheduled prior to the end of the initial ten-day suspension imposed by the Principal. If the hearing is not held prior to the expiration of the initial ten-day suspension, the student shall be allowed to return to school until the hearing is held.

Notice of a hearing before the Superintendent or designee shall be provided to the student and the student’s parent/guardian. The written notice shall include:

a. an explanation of the charge(s) against the student and a summary of the evidence;

b. the date, time, and location of the hearing;

c. notice of the right to be represented and to present evidence and call and examine witnesses;
d. notice that should the student/parent/guardian fail to appear at the hearing, that the finder of fact will rely on the information/evidence presented by the school’s witnesses;

e. The Superintendent’s recommendation for student action to correct the disciplinary problem.

Written notice of the hearing before the Superintendent or designee shall be delivered in person or sent by the Superintendent or designee to the student and the student’s parent/guardian by regular U.S. mail to the student’s last known address.

A hearing on the request for a long-term suspension shall be conducted in accordance with the hearing procedures afforded a student during an expulsion hearing (see Expulsion section).

Following the hearing, the finder of fact shall promptly provide a written decision to the student and the student’s parent/guardian. The notice of the decision shall include:

- a summary of the evidence presented;
- the facts and evidence relied upon in making the decision and the legal basis for the decision;
- if the request for the long-term suspension is granted, the period of time covered by the disciplinary action;
- notice of the right to appeal, in writing, this decision to the Nashua Board of Education within ten (10) days of the issuance of the written decision; and,
- notice that the long-term suspension will be effective even if appealed unless the long-term suspension is stayed by the Nashua Board of Education.

The Superintendent’s or designee’s written notice of decision to the student and the student’s parent/guardian shall be delivered in person or by regular U.S. mail to the student’s last known address.

If the parent/guardian appeals the decision of the Superintendent or designee, a formal hearing before the Board of Education will be scheduled as soon as practical.

The appeal hearing may be postponed at the request of the parent/guardian for good cause or if the parent/guardian needs additional time to prepare for the formal hearing.

The Superintendent or designee shall provide the student’s parent/guardian written notice of the appeal hearing. This notice shall include:

- date, time, and location of the hearing;
- the right to be represented and to present evidence and to call and examine witnesses; and,
- notice that should the student/parent/guardian fail to appear at the appeal hearing, that the appeal will be dismissed.

The Superintendent or designee shall send written notice of the appeal hearing to the student and the student’s parent/guardian by regular U.S. mail to the last known address.

The Nashua School Board shall hold a hearing on the appeal, but it shall have the discretion to hear evidence or to rely upon the record of the hearing conducted by the Superintendent or designee. If the Nashua Board of Education elects to hear evidence, the appeal hearing shall be conducted in accordance with the same hearing procedures afforded a student during an expulsion hearing.

If a regular education student is suspended for more than ten (10) days, then a disciplinary review team (DRT) from the student’s school shall review the student’s cumulative file and the disciplinary action before the beginning of the tenth day of suspension in order to consider additional education services in accordance with applicable state and federal law. The team will notify the Principal and the Superintendent of its findings.
If a special education student’s cumulative total days of suspension equals or exceeds ten (10) days in a school year, the administrator shall contact the special education case manager to convene an IEP team meeting prior to the commencement of the eleventh day of suspension. A functional behavioral assessment and behavior intervention plan will be completed. The team will determine if the behavior is or is not a manifestation of the student’s educational disability. Disciplinary action will occur in accordance with all federal and state laws, regulations, and rules for the education of children with disabilities.

If a special education student is recommended for a long-term suspension, the student and the student’s parent(s)/guardian(s) shall receive the same written notice as non-disabled students. This written notice shall also advise the student and the student’s parent(s)/guardian(s) of their rights under the Individuals with Disabilities Education Act (IDEA), including notice that a long-term suspension is a change of placement which they may disagree with and, if applicable, invoke the “stay-put” provisions of the IDEA. The student’s I.E.P. Team and other qualified personnel shall meet prior to the imposition of a long-term suspension to determine whether the conduct causing the disciplinary action was a manifestation of the student’s educational disability. If the I.E.P. Team determines that the student’s conduct was not a manifestation of the student’s educational disability, the disciplinary action shall proceed. The student’s I.E.P. shall be delivered during the period of suspension. If the I.E.P. Team determines that the student’s conduct was a manifestation of the student’s educational disability, the long-term suspension shall not be imposed.

The student’s I.E.P. Team shall also conduct a functional behavioral assessment and develop and implement a behavioral intervention plan within ten (10) business days of the eleventh (11th) day of suspension or after causing a removal constituting a change of placement. If a behavioral intervention plan already exists, the I.E.P. Team must review and, if appropriate, modify that existing plan."

**EXPULSION**

If the Principal or the Superintendent or designee requests that a student be expelled from school, the Superintendent shall determine prior to the end of the student’s initial ten-day suspension whether to submit the request to the Nashua Board of Education. A formal hearing shall be held prior to any expulsion. Except in situations involving a student bringing or possessing a firearm in a safe school zone, an expulsion hearing may be held either before or after the expiration of the initial ten-day suspension. If the hearing is scheduled to be held after the expiration of the initial ten-day suspension, the student shall be allowed to return to school until the hearing is held. In situations involving a student bringing or possessing a firearm in a safe school zone, the Nashua Board of Education shall hold the expulsion hearing within ten days of the commencement of the student’s ten-day suspension.

Upon receipt of a request for expulsion, the Nashua Board of Education or designee shall provide written notice to the student and the student’s parent/guardian, which shall include:

- the date, time and location of the hearing;
- a statement of the charges against the student and a summary of the evidence supporting the charges;
- the Superintendent’s written recommendation for Board of Education action and a description of the process used by the Superintendent to reach his/her decision;
- notice that the student, together with a parent (parental consent is not necessary if the student is 18 years or older unless the student is subject to a guardianship) may waive the right to a hearing and admit to the charges;
- notice that the student has a right to be represented by counsel;
- notice that the student, parent/guardian or counsel has the right to present any defense or reply and to call and examine any and all witnesses; and,
- notice that the hearing may be either public or private and the choice shall be that of the student or the student’s parent/guardian.

The written notice shall be delivered to the student and the student’s parent/guardian, in person or by mail to the student’s last known address, at least five days prior to the hearing.
The decision of the Nashua Board of Education to expel a student shall be based on substantial evidence that the student committed the act(s) charged and that the act(s) is, in fact, a proper ground(s) for expulsion.

The decision, which shall be reduced to writing, shall state whether the student is expelled; the legal and factual basis for the decision if the student is expelled; the length of the expulsion; any action the student may take to be restored by the Nashua Board of Education; and, notice that the student has the right to appeal the decision to the State Board of Education within twenty (20) days of receipt of the written decision.

The mandatory 12-month expulsion from school for bringing to or possessing a firearm in a safe school zone, may be modified on a case-by-case basis at the sole discretion of the Superintendent of Schools.

The requirement of an expulsion hearing for other Class I offenses may be modified on a case-by-case basis by the Superintendent for circumstances including, but not limited to, the student’s age. If the Superintendent in his/her discretion determines that the circumstances are such that the sanctions are inappropriately severe, he/she may impose or request the Board of Education to impose such lesser sanction(s) as he/she determines is appropriate. In all such cases, the Superintendent shall make a written report to the Board of Education detailing his/her reasons for taking or requesting such action.

Prior to the start of each semester, an expelled student may petition the Nashua Board of Education to review its decision to expel, so long as the expulsion occurred at least sixty (60) days prior to that request.

The petition shall:

a. be submitted in writing to the Nashua Board of Education no later than three (3) weeks prior to the start of the semester;

b. set forth the reasons for the request for readmission and any information and facts which the student believes supports the petition; and,

c. indicate whether the student requests a hearing on the matter.

The Nashua Board of Education shall consider the petition within two (2) weeks of its receipt and provide the student written notice of its decision immediately thereafter. If a hearing is requested, the Nashua Board of Education shall schedule a hearing within three (3) weeks of receipt of the petition for review. The student may be present at said hearing along with his/her parent/guardian or other adult advocate. The student may present facts and evidence in support of his/her petition for readmission. The Nashua Board of Education shall render a decision within one (1) week of the hearing and provide the student with written notice of its decision.

If a special education student is recommended for expulsion, the student and the student’s parent(s)/guardian(s) shall be provided with the same written notice as non-disabled students. This written notice shall also advise the student and the student’s parent(s)/guardian(s) of their rights under the Individuals with Disabilities Education Act (IDEA), including the right to disagree with any change of placement and to appeal decisions of the student’s I.E.P. Team and the Nashua Board of Education.

In cases involving possession of or sale of drugs or the possession of a weapon, the student’s I.E.P. Team shall be convened no later than ten (10) business days after the event giving rise to the request for expulsion for the purpose of conducting a manifestation determination review, a functional behavioral assessment and to make a determination of an appropriate forty-five (45) day interim alternative educational placement. If the I.E.P. Team determines that the student’s conduct was not a manifestation of the student’s educational disability, the Team’s report shall be forwarded to the Superintendent for further disciplinary action. Should the special education student be expelled following a hearing before the Board of Education or its subcommittee, the I.E.P. Team must then propose and offer an alternative long-term placement where the student’s I.E.P. can be delivered. The recommendation for the long-term placement must be made prior to the expiration of the forty-five (45) interim alternative educational placement. If the I.E.P. Team determines that the conduct giving rise to the request for expulsion was a manifestation of the student’s educational disability, then no discipline in excess of the initial ten-day suspension shall be imposed.

When a student’s conduct does not involve a drug or weapon violation, but the school determines that the student presents a potential danger to himself/herself or to others in his/her current placement, the school may request a forty-five (45) day interim alternative educational placement. No change of placement shall occur without the
consent of the parent/guardian after the convening of the I.E.P. Team or, until the school obtains an order from a
Hearings Officer granting permission for such a placement.
MAINTAINING, DISCLOSURE OF, AND DISPOSITION OF STUDENT CUMULATIVE RECORDS

I. Classification

Student education records are an essential part of the educational process. Education records are maintained in each school building. Additional records of educationally handicapped students are maintained in the Special Education Office. The following are the types of education records that shall be maintained:

Directory Information: This category will consist of the Office Record (O.R.) card which constitutes the minimum personal data necessary to reflect the student’s educational progress. The information on this record includes the student’s name, birth date, name and address of parents (not included in FERPA or Ed. 1123), grade level and attendance data.

Non-Directory Information: This category will consist of all other material contained in the Cumulative Folders such as teacher and counselor observations, results of standardized tests, health records, information regarding family backgrounds, results of interest and/or personality inventories, reports from psychologists and school specialists, individualized education plans, permission to test forms, and supporting documents. Under the provisions of POPPS policy 3442, the parent of a student or an eligible student may designate any or all Directory Information as Non-Directory Information. Regardless of this designation, the names, phone numbers, and addresses of students will not be supplied to anyone other than the physical custodial parent without that parent’s written permission.

II. Notes and Memory Aids

Private notes should not be placed in the student’s file unless they are considered essential for the school record and are based on observation and verifiable fact. Notes in the file will be subject to review by the parent or eligible student as defined in Section IV. A.

III. Maintenance

The building principal or the principal’s designee is responsible for the security and privacy of student education records maintained in the school building. The Director of Special Education is responsible for student records maintained in the Special Education Office. The above school district officials have the responsibility for classifying education records. Only school personnel designated by the above school district officials shall have access to student education records for proper education purposes. The above school district officials will protect the confidentiality of non-directory information for which they are responsible at the collection, storage, disclosure and destruction stages.
IV. Review of Material

A. Definitions
   1. Parent: Includes a parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.

   2. Eligible student: A student who has attained eighteen years of age, or is attending an institution of post-secondary education.

   3. Education records: Those records directly related to a student and are collected, maintained, or used by the Nashua School District or by a party acting for the school district (Ed. 1123.02g).

B. The parent or a student or an eligible student who is or has been in attendance in the Nashua public schools may inspect and review the education records of a student without unnecessary delay (Ed. 1123.04 (13)) upon making a request in writing to the school district official responsible for the records. (A form will be provided for this purpose.)

C. Written requests to review a student’s education records will be answered by the school district official responsible for the records within five working days from the date of receipt, and a meeting to review the records will be arranged within fifteen working days from the date of receipt.

D. The school district official responsible for the records will meet with the parents or eligible student to review the student’s education records.

E. If a challenge is made regarding any material in the education records, which the parent or eligible student believes is inaccurate or misleading or violates the privacy of the student, and it cannot be resolved during the meeting, a notation will be made on the written request to review the education records and will be signed by the parent or eligible student. The parent or eligible student will be advised of his/her right to a hearing. See Ed. 1123.11 for process to request amendment to education record.

F. The school district official responsible for the records will notify the appropriate Assistant Superintendent of any unresolved challenges to education records within two school days. The Appeal Board, consisting of the Assistant Superintendent, a Principal from the same level (not the one involved with the challenge), and a representative from the Special Education Office will hold a hearing with the parents or eligible student present, within fifteen working days of the day the challenge was made. The parent(s) or the eligible student will be notified in advance of the date, time and place of the hearing. They will be given the opportunity to present evidence relevant to the issue and may be assisted by a person of their choice, including an attorney. The decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.
G. The Appeal Board will make a recommendation in writing to the Superintendent of Schools within five working days of its hearing. If the decision rendered is that the information is inaccurate, misleading, or otherwise in violation of the privacy of the student, the District will amend the records or destroy information that is no longer needed to provide education services and will inform the parent(s) or eligible student in writing of said amendment or destruction.

If the decision rendered is that the information is not accurate, misleading, or otherwise in violation of the privacy of the student, the District will inform the parent(s) or eligible student in writing of their right to place in the education records of the student a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the District’s decision, such explanation shall be maintained as part of the record for as long as the record is maintained by the District, and shall be disclosed if the educational record or portion thereof is disclosed to any party.

H. Parents and eligible students may request copies of education records which will be provided at a cost for duplicating determined by the Nashua School District business administrator. The district will not charge a fee to search for or retrieve the education records of a student.

V. Disclosure of Records

A. Except as otherwise provided, a student’s education records other than Directory Information will be only disclosed upon the written permission of the parents or eligible student. Written permission includes a specification of the records to be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. Certain directory information will only be disclosed with written consent (see Page 1 Non-Directory Information).

B. For the purposes of this policy 3440.1, whenever a student has attained eighteen years of age, or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student except in the case of certain students with disabilities (Ed. 1123.03a) or when a surrogate is appointed (Ed. 1123.03b).

C. The district will comply with requests made under V-A and B before any meeting regarding an Individual Education Program or hearing relating to the identification, evaluation, or placement of an educationally handicapped student.

D. Either parent of the student has authority to inspect and review the education records of the student unless the District has been provided with evidence that there is a legally binding instrument, or a state law or court order governing such matters such matters as divorce, separation or custody, which provides to the contrary.
E. Under circumstances prescribed by law, the District may disclose non-directory information from the education records of a student without the written consent of the parent of the student, or the eligible student:

1. To other school officials, including teachers, within the District who have been determined by the District to have a legitimate educational interest. The District maintains a current listing of the names and positions of all its personnel.

2. To officials of another school in which the student seeks or intends to enroll.

3. To the authorized representatives of:
   a. The Comptroller General of the United States
   b. The Secretary of Education
   c. The Commissioner, the Director of the National Institute of Education, the Assistant Secretary for Education
   d. State educational authorities

4. In connection with financial aid for which a student has applied or which a student has received.

5. To state and local officials to whom information is specifically required to be reported by statute adopted prior to November 19, 1974. This applies only to statutes which require specific information to be disclosed to state or local officials but does not apply to statutes which permit but do not require disclosure. Nothing herein shall prevent a state from further limiting the number or type of state or local officials to whom disclosures are made.

6. To organizations conducting studies on behalf of educational agencies or institutions for the purpose of developing, validating, or administering student aid programs and improving instruction. Said studies are to be conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization conducting the study. The information will be destroyed when it is no longer needed for the purposes of the study.

7. To accrediting organizations in order to carry out their accrediting function.

8. To parents of a dependent student as defined in the Internal Revenue Code of 1954, Section 152.

9. To comply with a judicial order or lawfully issued subpoena, provided that the District makes a reasonable effort to notify the parent or student of the order or subpoena in advance of compliance.
10. To appropriate parties in a health or safety emergency as determined by the seriousness of the threat to the student, the need for the information to meet the emergency, whether the parties receiving the information are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency.

F. The Director of Special Education shall be responsible for ensuring that all persons collecting or using non-directory information on educationally handicapped students receive training or instruction regarding the State’s policies and procedures regarding the confidentiality of non-directory information.

G. Personally identifiable (Ed. 1123.15) information from the education records of a student will be disclosed only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student. Information disclosed to an institution, agency or organization may be used by its officers, employees and agents, but only for the purposes for which the disclosure was made.

H. Except for the disclosure of directory information, the party to whom a disclosure is made shall be informed of the requirements regarding confidentiality as set forth in the New Hampshire Standards for the Education of All Handicapped Students and Section V. H above.

I. Directory Information may be released in accordance with Policy 3442 (see attached) contained in the Nashua School District’s Planning, Organization, Policies, Procedures and Staff Manual (POPSS).

J. The school district official responsible for the records will keep a file of each request for and each disclosure of education records. A notation will be made on the request, and on the student’s folder, indicating when the records were disclosed, to whom, and for what purpose. The record of access or disclosure states the parties who have requested and/or obtained the records and the legitimate interests the parties had in requesting or obtaining the information 20 U.S.C. 1232g(b)(4) CFR 99.32 (a).

K. When a disclosure is made, a copy of the record which is disclosed shall be made available to the parent(s) or eligible student and the school official, upon request for auditing purposes (Ed. 1123.14 (c)).

IV. Disposition of Records

A. An Office Record Card (O.R.) for all students will be permanently maintained by the School District.

B. Non-directory information for Regular education students may be destroyed upon the direction of the Superintendent of Schools for three (3) years (State guideline is one year)
from the date of termination of program completion, except as provided in Sections VI. C, D, E, and F.

Non-directory information and Special Education records for Special Education students should be maintained for six (6) years after the date of termination or program completion.

C. For educationally handicapped students, the District shall inform parents when non-directory information collected, maintained, or used to provide an appropriate educational program is no longer needed to provide educational services to the student. Upon receipt of this notification, parents may request that all such information be destroyed except the student’s name, address, telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed. This information may be maintained without time limitation.

D. No educational record shall be destroyed if there is an outstanding request to inspect and review it.

E. No explanation placed in the education records of a student shall be destroyed as long as the record or contested portion thereof is maintained by the District.

F. The record of access as provided for in Section V. K shall be maintained for as long as the education record to which it pertains is maintained.

R 8/15/83
R Bd. Approved 03/31/97
CHILD ABUSE AND NEGLECT

1. Child abuse may be physical, emotional, or sexual. Neglect is the failure to provide a child with basic needs of food, clothing, shelter, hygiene, medical attention, control, supervision, or education as required by law.

To comply with the Child Protection Act (RSA 169C, 1979) it is the policy of the Nashua School District that any school employee who has reason to suspect that a child under the age of 18 has been abused and/or neglected must make a report to the Division for Children, Youth and Families (DCYF) and the school principal. The following telephone number can be used to reach the DCYF offices, 1-800-894-5533. Relevant information shall be collected, including but not limited to:

   a. Name, address, age and sex of student
   b. Name and address of parent or caretaker
   c. Names of other household residents
   d. Name and address of the person allegedly responsible for abuse and neglect, if known
   e. The name of siblings who may be in danger, if known
   f. The nature and extent and time frame of injuries or description of neglect

2. School Personnel, who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

3. Persons willfully failing to report are guilty of a misdemeanor, which, under New Hampshire law, can mean a sentence of up to a year in jail and $1,000 fine.

4. Under State "right to know" laws parents maintain the right of access to information compiled in their child's school record. However, it is also the school's right to withhold certain information which identifies either the person who made the report or those who cooperated in a subsequent investigation, if the school believes the release of this information would be detrimental to the safety and interest of the reporting person.

Bd. Approved 3/30/87
R Bd. Approved 8/21/00
R/Bd. Approved 03/25/02
SCHOOL VISITS

1. Parents and others are welcome to visit schools. Where possible, such visits should be arranged in advance with the building principal and should not disrupt normal school routines and activities, or cause school personnel to be distracted from their assigned duties and responsibilities.

2. For the purpose of this policy, visitor shall be defined as anyone who is not an employee of the District and/or an assigned employee or a student of that building. i.e., volunteers, parents, out of building personnel.

3. To insure the safety and well being of students, and the proper operation of the school, individuals or groups shall make their presence known to the Principal's office prior to touring the school, visiting classes, or meeting with school personnel.

4. Visitors must sign in at the Principal's office and will be provided a visitor's badge at that time. The visitor's badge will be worn so that it is visible at all times. Upon signing out of the building, the visitor will be responsible for returning the badge.

R 2/13/95
DISTRICT WEB PUBLISHING POLICY

The Nashua School District provides Internet presence in several ways:

- District Website (www.nashua.edu)
- Individual School Websites (typically accessed through District Website)
- Teacher Websites (accessed based on teacher's instructions)

All of these sites present web content to the general public and in various ways represent the Nashua School District to the public. Each of these sites, therefore, needs to conform to the spirit of this policy, especially with respect to appropriate content. Building Principals are the primary owners of their school sites and are ultimately responsible for their content. Teachers are responsible for their individual websites and are responsible for their content.

The purpose of the Nashua School District Website (www.nashua.edu) is to make available information that is relevant to the District mission and information that is related to the District’s educational goals. The intended audiences are the internal and external communities of the Nashua School District. Most content is open to the public, while some content requires username/password authentication. This site has shared ownership and shared responsibilities, but all content has an owner (see internal Technology procedures document entitled District Website Content Ownership located on the Technology Department Web Page under “Policies Procedures”).

Owners of content on all of these websites have certain critical responsibilities relative to the accuracy, timeliness, and appropriateness of the content. Due diligence is expected of owners of content in ensuring that all aspects of content meet the highest standards possible and adhere to all of the restrictions and guidelines contained within this policy and any related policies. Content owners must remember that this web presence is an important and sometimes initial reflection of the Nashua School District.

Non-compliance with the District Web Publishing Policy and Technology procedures (District Website Content Ownership) can result in the removal of content, without prior notification, and the suspension of one’s ability to update web content. Attempts to harm, tamper with, or cause interruption of service to any District website addressed in this policy will be subject to discipline and potential prosecution to the fullest extent of the law.

Internal Technology Procedures

(See document entitled District Website Content Ownership located on the Technology Department Web Page under “Policies Procedures”)

Content Ownership

It is the responsibility of building principals to ensure that their school websites are kept up to date and in compliance with the standards discussed in this policy. It is the responsibility of each teacher to maintain his or her individual teacher website and keep its content reflective of the spirit of this policy. All content on the Nashua School District Website will have specific content owners who are subject to the same requirements (see internal Technology procedures: District Website Content Ownership).
Content Owner Responsibilities

Content owners are responsible for ensuring that content is appropriate, up to date, and accurate. It must be remembered that this content will be accessible by the general public. Refer to the internal Technology procedures (District Website Content Ownership) for content ownership and appearance guidelines. Content should be reviewed periodically for accuracy. All staff members are responsible for making content owners aware of any content inaccuracies.

Anyone who notices anything inappropriate on a District, school, or teacher website should immediately send an email to webmgr@nashua.edu and contact the Director of Technology and any other member of the Technology Department who could expedite the removal of the inappropriate content. In addition, for the District Website only, content problems (inaccurate, out of date, etc.) should be emailed to webmgr@nashua.edu (This email can also be sent simply by clicking on Contact Us from the District Website and then District Website Support.).

Any of these websites may be the reader’s first introduction to the Nashua School District; therefore, all websites should reflect the highest standards of excellence. The following guidelines should be considered and followed when creating web content:

- **Content Goals**
  - Content should support educational goals.
  - Content should be informative and increase communication between the district and the community.
  - Content should encourage a sense of school-related community.
  - Content should encourage the sharing of school-related information and resources.

- **Content Safety**
  - Student personal information shall not be made accessible outside of the School District (to the outside world). This includes information such as full name, home address, phone number, personal email address, etc.
  - Individual pictures of students shall not be made accessible outside of the School District. Pictures of students on an external website are only allowed if in groups of three (3) or more and only if prior permission has been obtained from the Building Principal.
  - Each school will have parents complete an Exemption From Photographs form if they wish to have their child excluded from any school photography. Upon receiving a request from a parent for the removal of his or her child’s picture from an external website, the building principal will take appropriate action to see that the photo is removed.
• School District staff work-related information can be made accessible outside of the School District.

• **Content Restrictions and Guidelines**
  
  o Content shall meet prevailing community standards and be appropriate for all age groups.
  
  o Content shall be for non-commercial use, unless otherwise approved by the Board of Education.
  
  o Content shall not interfere with, but instead support, District, School, and Teacher goals.
  
  o Work by others shall always be attributed. Permission must be obtained from any copyright owners.
  
  o Academic standards of spelling and grammar shall be maintained.
  
  o Respect for others shall be maintained.
  
  o Any site linked to from the District Website must support District goals and meet all of the guidelines cited within this policy.

Bd. Approved 6/14/04