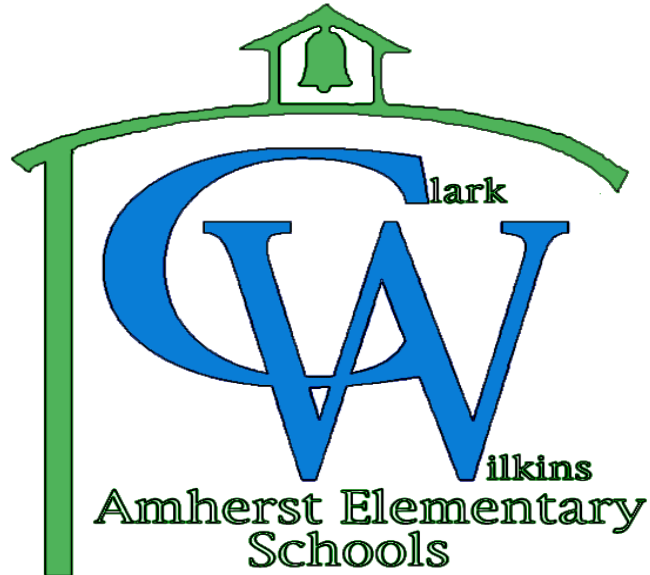


Clark-Wilkins Elementary School

Student Handbook 2011-2012



To Engage, Support and Challenge All Learners

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WELCOME

Dear Parent(s)/Guardian(s) and Students,

Welcome to Clark-Wilkins School! We look forward to working with you and encourage you to express your ideas and concerns with us. Communication among students, parents/guardians, the community and the school is key to our mutual success. We believe that learning is a lifelong process, and that it takes the cooperation of everyone concerned working together to promote a safe, positive and effective school experience for our children.

The Amherst School Board, Clark-Wilkins School Administration and Staff are committed to providing a safe and comfortable atmosphere in which children can learn. This includes showing respect for one another and the school facility, encouraging a sense of self-responsibility and taking pride in working to the best of one's ability. Within this environment, we also are committed to:

- Developing each student's full academic potential;
- Cultivating good character, citizenship and self-reliance
- Helping students to build positive self-esteem and desire to become lifelong learner;
- Encouraging collaboration among staff to provide learning experiences relevant to all students' needs
- Implementing curriculum in ways which will motivate and challenge students to learn
- Involving students in programs that promote healthful living
- Establishing a school and community partnership

We hope that you will find this handbook helpful in answering questions regarding policies, procedures and practices at Clark-Wilkins School.

ABSENTEEISM & REPORTING

Generally, absences other than for illness during the school year are strongly discouraged-this includes family vacations. Amherst School District Policy JH- Attendance, Absenteeism and Truancy can be found on the SAU 39 website at <http://www.sprise.com/policyamherst.aspx>.

If your child will be absent from school, a parent/guardian will call the school office between 7:30 and 8:30 AM. The school nurse must document communicable illnesses for the State, as well as, track frequency and types of illnesses within the school community. Both schools have voice mail. You can leave a message anytime before 7:30 AM. Please leave your name, your child's name and indicate the reason for absence. Attendance is essential to learning and will be monitored. We ask that you **limit absences, tardies and dismissals**. Please inform the school directly about any extenuating circumstances.

INCLEMENT WEATHER

If you have any further questions or concerns, please listen to the following radio and/or TV stations for information about school closings and delayed openings: WBZ, 1030 AM, Boston, MA; WSMN, 1590 AM, Nashua; WHOB, 106.3 FM Nashua; WZID, 95.7 FM Manchester; WGIR, 610 AM, 101.1 FM, Manchester; WMUR- TV, Ch. 9, Manchester; WNNH, 99 FM, Concord; WCVB- TV, Ch. 5, Boston, MA.

SCHOOL LUNCH PROGRAM

A school lunch, which includes milk, is available every school day. Milk may also be purchased separately. Students eat their lunches in their respective multipurpose rooms.

To establish an account for your child's lunch program, please access the SAU website, <http://www.sprise.com/dining> and use the MyNutrikids link. This website also displays the current menu and allows you to track your child's account balance. Please keep your child's account current, as lunch options are limited when there is a negative balance. If you have any questions, please contact Louise Guay at lguay@sprise.com. Financial assistance is available, please contact the school nurse.

The current price for hot lunch is \$2.65. Free and reduced lunches are available for those who qualify. Please contact Mrs. Guay for an application.

SCHOOL ARRIVAL/DISMISSAL

School hours are 8:30 AM - 2:45 PM at Clark and 8:30 AM - 2:50 PM at Wilkins. Children should not arrive at school before 8:15am. It is essential that your child arrives to school on time. Kindergarten: Morning sessions run from 8:30 AM - 11:00 AM. Afternoon sessions run from 12:15 PM - 2:45 PM. Afternoon kindergarten drop-off time is from 12:00-12:15 PM on Davis Lane. Parents who arrive after 12:15 PM should drive to the front of Clark School and escort their child to the front office. To keep classroom interruptions at a minimum, **please leave items to be delivered to the classroom in the school office.** They will be delivered at an appropriate time.

All late arrivals and early dismissals **must check in at the school office.** Please limit these disruptions for your child as much as possible. A NOTE FROM PARENTS is required for a change in dismissal arrangements. **Changing buses is discouraged** for safety reasons, but if you are asking that your child ride a bus to a different address you must include the date, student's first and last name, teacher name, bus number and address to which your child is going.

Below are the definitions we are using to clarify the four major types of dismissal at Wilkins:

- WALKER—defined as any student who *is leaving* the Wilkins School property by foot, bike, skateboard, or scooter and *not* in a vehicle. All Wilkins walkers will meet a staff member at the front of the building and be escorted down to the crosswalk. If you are meeting your child please do so at the end of the walkway rather than in front of the building as this space is dedicated to dismissing pick-ups.
- GROUP PICK-UP—defined as groups of students, such as Scouts or Daisies, *who are meeting an adult leader in the multipurpose room* before heading to a destination at Wilkins or off-site.
- PICK-UP—defined as any student who is being picked up by *vehicle* using the vehicle pick-up line.
- BUS—defined as any student who will be going home by bus, either regularly assigned or on a different bus for which a note has been provided.

Please review the definitions listed above and provide the school with written notes to confirm with as much detail as possible the type of dismissal classification that best defines your child's mode of transportation on any given day.

Although *email* communication can provide an effective tool for many purposes, it should only be used as a *LAST RESORT* for dismissal plans. A phone call should follow up any email request regarding dismissal plans to ensure receipt. The office gets very busy after 2:00pm—please plan accordingly.

BICYCLES

Students riding bicycles should not arrive before 8:15 AM. Bicycle racks are provided for the purpose of parking student bikes for the day. Bicycles should be **walked on school property** at all times. For the safety of our students we recommend they wear appropriately sized bicycle helmets. The school cannot assume responsibility for damage to bicycles.

RECESS

Recess in grades 1-4 consists of one 25-minute period each day. Children in all grades should come to school prepared for outside play. Winter gear must include hats, mittens, boots and snow pants. We discourage children from bringing items from home as we supply appropriate play items (balls, jump rope, etc...). If you allow your child to bring a personal item to school please understand that the school will not be responsible for lost or broken items. Please no trading items, electronic items (cell phones, video games), knives, water pistols or other dangerous items.

PLAYGROUND SAFETY

It is important that students take the time to learn about playground safety. Doing so will protect all children from unnecessary harm and risks during their recess times.

- 1) Be Safe:**
 - Use equipment properly/safely
 - "Just right engines"
 - Gentle hands
 - Be Aware
- 2) Be Responsible:**
 - Care for and return equipment
 - Follow whistles
 - Be a problem solver
- 3) Be Respectful:**
 - Be a good sport
 - Be kind

TEACHER CONFERENCES and REPORT CARDS

Appointments for parent/teacher conferences may be scheduled during Open House or by calling or e-mailing your child's teachers. Report cards are distributed four times a year. Please examine the card carefully, sign the envelope and return it promptly. Teachers may also send home progress reports at any time during the school year.

CHILD ABUSE (See Amherst Policy JLF at <http://www.sprise.com/policyamherst.aspx>)

In compliance with NH laws: It is the policy of the Amherst School District that any teacher or other school employee who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect shall report such to the Division of Children and Youth Services. Adopted: 2/28/91

EMERGENCY NOTIFICATIONS

In the event of a school emergency, all parents/guardians will receive communication via our electronic phone system. This system automatically dials phone contacts, leaving a voice message regarding the emergency, which may include weather-related school attendance. During these times, please limit calls into the school buildings.

BIRTHDAYS

Birthdays will be recognized during lunch time in the cafeteria. The birthday child will be recognized and given a pencil from the school. Please do not send in other items. Birthday or other party invitations for out of school events will not be distributed in school.

EMERGENCY DRILLS

The school holds regularly scheduled evacuation drills throughout the school year. Students must remain quiet and in line with their teacher throughout each drill. Evacuation directions and Emergency Response Procedures are posted in each classroom and other instructional areas of the school. The school also holds other emergency drills.

2011-2012 SCHOOL YEAR CALENDAR
Amherst, Mont Vernon, and Souhegan Cooperative Schools

| (1) | AUGUST 2011 | School Opening Information | FEBRUARY 2012 | (18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (19)S (20)A | OCTOBER 2011 | Parent Conferences | APRIL 2012 | (18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (18) | NOVEMBER 2011 | Amherst/Mont Vernon/Souhegan Late Starts | MAY 2012 | (22) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (16) | DECEMBER 2011 | | JUNE 2012 | (10)A (10)M (11)S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (20) | JANUARY 2012 | End of Year School Schedule | Calendar subject to change by School Board, State Department of Education, or due to emergency or weather related conditions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| M | T | W | Th | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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The school districts of SAU 39 - Amherst, Mont Vernon and Souhegan have developed a plan to hold our two professional days on consecutive days during the month of January. At this time the professional days have not been determined because we are awaiting the state of NH's announcement identifying the date of the 2012 Presidential Primary. The school districts work collaboratively with town offices to support the community in managing traffic and parking on election dates. Upon announcement of the Presidential Primary date, SAU 39 will amend the school calendar and communicate the necessary changes to families.

8/19/2011

Clark-Wilkins Program Profiles

All Clark-Wilkins classrooms provide a nurturing, interactive environment. Children are encouraged to learn and develop at their own pace without fear of failure.

PRESCHOOL

We are proud to be offering an integrated preschool program for three and four year olds beginning in Fall 2011. Preschool students will attend school for four days per week; Monday through Thursday and will follow the Kindergarten schedule with regards to time frames. The morning session will begin at 8:30 and end at 11:15 A.M., while the afternoon classes will begin at 12 noon and end at 2:45 P.M. The lead teacher is Barbara Carpenter who will be assisted by several para-educators and related service providers. Caroline Smith serves as the preschool coordinator.

EARLY INTERVENTION

In an effort to promote peak academic performance and success for all children, our schools offer early intervention services. This may include supports and services offered by a variety of staff, such as: Literacy Teacher, Classroom Assistant, Speech/Language Pathologist, Occupational Therapist, or Special Educator. It is our intent to offer a variety of multidisciplinary approaches to learning that will foster each child's physical, social, emotional and academic success. If you have questions about any support your child may be receiving, please contact your child's classroom teacher directly.

KINDERGARTEN PROFILE

Public kindergarten provides a common educational foundation upon which skills/concepts and learning strategies are promoted and enhanced which will lay the necessary base for success in first grade. The kindergarten curricular areas are an integral part of the skills and strategies continuum. All kindergarten curricula are consistent with our school district's educational philosophy, expectations and goals.

All academic subjects are taught in kindergarten: math, integrated language arts, science and social studies. Each classroom is set up with centers, some of which are: math, building, writing, reading, media, science/social studies, kitchen, art, water/sand/rice table, dramatic play, and circle/gathering center.

Morning sessions run from 8:30 AM to 11:15 AM. Afternoon sessions run from 12 noon to 2:45 PM. One-way transportation is offered; morning students will be provided transportation to school and afternoon students will be transported home.

FIRST GRADE PROFILE

The first grade experience aims to facilitate, through interaction with others, the extension of the child's world beyond her/himself. Through these interactions children learn to feel good about themselves and the school experience. This is one of the most important concepts of the first grade experience.

First grade provides a variety of appropriate experiences in the curriculum areas of language arts, math, science, social studies, art, music, physical education, health, library, and guidance. The child moves through the curriculum at a comfortable yet challenging pace. The program is designed to meet the individual needs of each student. The intent of the program is to provide the groundwork for teaching independent work skills and responsibility, two areas of great importance in providing a solid educational foundation.

GRADES TWO THROUGH FOUR

The focus in grades two through four is to continue to build on the developmental profile of each individual student. The continuum can be thought of as a building with supports being offered when necessary to assure success in the areas of language acquisition, phonemic awareness, phonics, fluency, comprehension and vocabulary (Five Essential Components of Reading). In addition, we continue building critical thinking skills and problem solving in the areas of math, science and social studies. Writing is essential in all curriculum areas.

TECHNOLOGY EDUCATION PROGRAM

TBD, Technology Coordinator

Technology Education at the elementary school level is intended to provide students with Computer Literacy. Computer Literacy is defined as the knowledge and skill a person needs to appreciate and use computers as a tool. Students will develop an understanding of the impact of technology in society. The computer is an interdisciplinary educational tool. Not only is the computer an aid for learning and reinforcing life skills, but also the understanding of computers (how they work and their role in society) is a life skill in itself. Problem solving skills and communication skills are reinforced, and alternative ways for students to learn can be developed by integrating computers into the present curriculum at all levels.

Our goal is to provide a computer literacy program that will make students feel comfortable with computers and give them the ability to use computers as a tool to increase their learning in school. In Grade 2, students will learn about the uses of various pieces of hardware and use instructional software as an educational support tool. In Grade 3, students will begin to acquire skills that will allow them to utilize both hardware and software through the integration of instructional software with the curriculum. Students in Grade 4 will continue to use instructional software as an educational support tool. In addition, they will learn basic typing skills and the use of the special function keys on the keyboard.

ART PROGRAM

Amy Parker - Clark

Mary Prescott-Ninness - Wilkins

Carol Fisher - Wilkins Art Assistant

The Art programs at Clark and Wilkins, grades PreK-4 help children learn the characteristics of the visual arts. The National Standards for Arts Education are incorporated within our own curriculum framework to insure art excellence. Appropriate concepts and problems solving tasks are introduced and reinforced. Students learn how to work with various tools, processes and media. They learn to coordinate their hands and minds to respond to the natural world and stimuli all around us. Children shall communicate with the language of art through using effective material, assemblage, and manipulation. As children move through the early grades the students will be given the opportunity to further develop observation skills and learn the visual connections relating to objects, people, places and events establishing a visual vocabulary. Natural inquisitiveness is encouraged and the value of persistence is nurtured.

Learning to use the elements of design, composition and spatial aptitude increases in challenge and matches appropriate developmental expectations for each grade. Group projects and grade level events are often integrated and connected with other curricula to insure class unity and school spirit and allow effective sensory information learning. An individual portfolio system is used to save all student work. Artwork is sent home at the end of each year. The Art Shows for both schools are annual events representing work from all the children.

MUSIC

TBD -- Clark

Robert Allwarden – Wilkins

Music education is a medium which aids in the total development of each student. It provides opportunities for individual growth as well as involvement with group activities. The objective of the program is to provide a high quality, sequential and well-balanced music education for every child.

The Clark and Wilkins School music program focuses on six areas of study: reading/writing, playing, listening, creating, moving and singing. There is a strong Orff-Kodaly emphasis, including one forty minute period per week at Clark and one forty minute class period per week at Wilkins. All children engage in grade appropriate activities, designed to promote musical literacy and enjoyment in all six areas of study. Music is continuously integrated with regular classroom studies, as well.

Parents receive one formal invitation to observe music classes during the school year; but may visit at various times. Special programs occur at each grade level during the year.

PHYSICAL EDUCATION

Linda Narducci - Clark

David April - Wilkins

The Physical Education programs at Clark and Wilkins Schools utilize a variety of developmentally appropriate learning experiences that are designed to focus on three major areas that contribute to ones' physical health and well being:

1. **Movement Concept** development includes the following areas of study: Space Awareness, Effort Concepts such as Time, Force, and Flow, Relationships to Objects, to People and to Body Parts.
2. **Skill Theme** development includes: Ways of Traveling, Chasing, Fleeing and Dodging, Jumping and Landing, Balancing, Transferring Weight and Rolling, Kicking and Punting, Throwing and Catching, Volleying and Dribbling and Striking with short-handled and long-handled implements. Games, Dance, and Gymnastics are intertwined throughout the program.
3. **Wellness Concept** development includes: Health Related Fitness Screening in the areas of Cardio respiratory Endurance, Flexibility ~ Muscular Strength and Endurance and Body Composition. Emphasis is on the concepts of fitness and the development of positive attitudes toward lifetime fitness.

Our goals are to help children find a variety of ways to enjoy being physically active so that they will be able to get all of the physical, emotional, intellectual and social benefits that come to someone who is physically active throughout his or her life.

For safety reasons it is important that all students come prepared to be active, in clothes that allow for movement. Sneakers should be worn and secured properly with Velcro or laces.

INTEGRATED LANGUAGE ARTS PROGRAM

Katy Kennedy, Literacy Coach, Clark-Wilkins
Franna Eaton, Reading Specialist, Curriculum Coordinator
Becky Flynn, Reading Specialist
Melissa Pollak, Joanie Edgerton, Pam Winter, Literacy Teachers

A broad variety of literacy experiences are provided to the children in the classroom environment which enhances the children's skills in becoming active and independent readers, writers, listeners, speakers and thinkers. This integrated language arts approach utilizes literature to develop reading strategies and skills. All of the elements are taught as an integrated whole rather than fragmenting the skills into isolated parts.

The literacy curriculum contributes to the success of each individual, thus varied supplemental services are offered. Support services are available from Literacy teachers and the Reading Specialists.

LIBRARY SERVICES PROGRAM

Kathleen McIntyre, Librarian and Coordinator
Sara Martina, Library Associate, Clark School
Sherry DeFranco, Library Assistant, Wilkins School

Our school libraries serve an important part of the Clark-Wilkins educational program. All students visit the library. This time is used for stories, planned library skill activities, and book exchange. All books are checked out for one week, but can be renewed. No overdue fines are charged, but prompt book return is always encouraged. Payment is required for damaged and/or lost books.

The library has a planned curriculum of study that has specific goals and activities designed for each grade level. A few of these activities include the study the Randolph Caldecott Award, the John Newbery Award, and the Laura Ingalls Wilder Award, storytelling of fairy tales, folktales and tall tales, reference books, card catalog usage, and the enjoyment of books and stories of many popular authors.

Special library events during the school year include two Book Fairs and Writing Festival Week.

SCHOOL GUIDANCE PROGRAM

Kristen Forsley, Ann Shen, Jane Lindsey

The Counseling program at the Clark-Wilkins Elementary School is designed to help all students develop their educational, social and personal strengths and become responsible, productive citizens. It is developmental, proactive, and preventive in nature and focuses on the needs, interests and issues related to the various stages of personal growth. The goals of the counseling program are to help the student:

- adjust to the school environment and experience success in the learning community
- increase self-awareness and encourage a positive self-image
- develop communication skills to express ideas and feelings and to utilize these effectively in interpersonal relationships
- foster development of positive behavioral and social skills which facilitate and/or augment the learning process
- develop the ability to handle personal issues through talking things out, generating options and making healthy choices and decisions
- assist in milestones and transitions which may be developmental or crisis induced
- begin the process of career exploration

MATH PROGRAM

Jennifer Eccleston, Coordinator
Eileen Kalinowski, Math Specialist
Theresa McNally, Math Instructional Support

The Elementary Math Curriculum for the Amherst School System was carefully developed for grades Kindergarten through four. The vision of the program is to provide effective and creative learning experiences while producing mathematically powerful thinkers and problem solvers who are confident and feel comfortable using mathematics in their daily lives. Our vision includes five primary societal goals that are consistent with the New Hampshire K -12 Mathematics Curriculum Framework:

- all students will develop a firm grounding in essential computational skills;
- all students will develop strong mathematical problem solving and reasoning abilities;
- all students will develop positive attitudes about mathematics;
- all students will develop the ability to use appropriate technology to solve mathematical problems; and
- all students will develop the ability to communicate their understanding of mathematics effectively (NHSDE, 1995, p.3).

The Amherst Mathematics Curriculum is based on the belief that students learn mathematics by doing mathematics, by exploring and discussing concepts in the context of physical situations. What emerges from these experiences are learned skills which are anchored in understanding and clarity. The students not only know the basic procedures, but also know how to apply them to new situations. Such a curriculum has the following characteristics:

- students are actively involved in doing mathematics;
- problem solving, thinking, reasoning, and communicating are everyday activities; manipulative are used to connect conceptual to procedural understanding;
- calculators and computers are used in appropriate ways;
- there is as much emphasis on application as on acquisition of knowledge and skills;
- core math concepts are mastered-namely all four operations on whole numbers by grade 4.

The Math Curriculum Committee recommends meeting the needs of all students in the regular classroom, at each student's ability level, through the use of Flexible Grouping. Flexibly grouping students allows for students to be working at their own pace and level on skills and concepts that are at an appropriate instructional level for each individual. In this way, teachers are able to differentiate instruction to meet the needs of all."

The Mathematics Curriculum encourages authentic assessment which looks at the processes and projects of students' math learning. Authentic assessment allows all students opportunity to display their knowledge because it is flexible and meets the needs of all learning styles. Some forms of authentic assessment include exhibitions, observations, interviews and questions, student writing and journals, benchmark tests, free responses, portfolios, self-assessment, and peer evaluation.

SCIENCE PROGRAM

Gail Polio & Alice Giarrusso, Curriculum Coordinators

The science curriculum exposes students to units of study in the areas of life, physical and earth science. The curriculum is based on the belief that an effective science program plays an important role in the intellectual development of the student. It adds to the student's store of self-knowledge, knowledge of the environment and of the world at large.

The goals of the Science curriculum are to foster and build upon a student's curiosity towards the world around them. Development of process and critical thinking skills are integrated in order to promote fundamental scientific inquiry. A variety of approaches and experiences are employed in order to accommodate the diversity of needs and learning style of each student at his or her level of development.

SOCIAL AND CULTURAL STUDIES

Jaime Richardson, Curriculum Coordinator

Our Social Studies curriculum is an integrated school program which helps students to develop informed and reasoned decisions based on being a good citizen in a culturally diverse world. The curriculum draws upon the disciplines of economics, geography, history, political science and sociology as well as math and natural sciences. The curriculum utilizes a student-centered series. Each grade level focus of study progresses in a sequential order from year to year. The content studies in K-4 are: family, neighborhood, communities, and regions of the United States and integrated studies of other countries. This content serves as a vehicle for developing skills.

While teaching content areas, the five fundamental themes of geography are directly applied in student learning throughout the curriculum. Teachers have the flexibility to incorporate a variety of methods and materials to teach the content areas. Music, anthology readings on tape, computer software, literature books and hands- on activities are just a few examples of what our series provides for teacher use.

SPECIAL EDUCATION

Renea Sparks, Director of Special Instructional Services

Amy Sarsfield, Assistant Director

Janet Davis, Assistant Principal

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) & SECTION 504 CHILDFIND NOTICE

Amherst School District has a duty to locate, evaluate and identify any child residing in the District who qualifies for Special Education and/or related aids, accommodations, and services.

Children eligible for special education under IDEA may include those children with disabilities who have an intellectual disability, autism, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

Children eligible under Section 504 for special education and/or related aids, accommodations and services may include those children who have a physical or mental impairment that substantially limits one or more major life activities. If you suspect your child has a disability and may need special education and/or related aids, accommodations, and services, or if you would like additional information, please contact the Director of Special Instructional Services, Renea Sparks, at 673-2690, extension 113.

SPECIAL EDUCATION- ELEMENTARY INCLUSION PARTNERSHIP PROGRAM

Clark and Wilkin Schools are pleased to offer a special education program called the Elementary Inclusion Partnership Program (EIPP). This program primarily serves children with disorders on the autism spectrum and provides services for students in grades PreK-4 who demonstrate significant challenging behaviors and significant developmental, academic, and functional deficits. The EIPP Lead Teacher and program assistants, using research based intervention protocols and specialized training, provide support to classroom teachers and their students who require intensive services. The structure of the EIPP enables teachers, paraeducators, and parents to provide comprehensive and inclusive educational support to students. Educational and behavioral consultation is provided to the EIPP.

VOLUNTEER PROGRAM

Cherina Cohen – Clark-Wilkins

A successful volunteer program provides a variety of learning experiences for children and helps to support a strong home-school relationship for both teachers and parents. All those involved; children, educators and volunteers, benefit greatly by its existence. It is both a privilege and a serious commitment.

Volunteers, at Clark and Wilkins Schools, are welcome in the classrooms and specialists' areas, such as: art, music, physical education, computer education, extended education, library and health office. Room mother volunteers for each classroom organize special projects and holiday parties.

Each volunteer assignment will vary according to the teacher's needs. Generally, a one hour commitment weekly or bi-weekly is required. Classroom assistance may include:

1. Giving individual help to a student.
2. Setting up demonstrations or bulletin boards.
3. Assisting with special activities such as plays, projects, etc.
4. Listening to children read.
5. Working with or reading to small groups.
6. Preparing material for special projects.
7. Assisting in learning centers.

Parents unable to volunteer in the classroom may assist their child's teacher at home by typing journals, preparing materials for special projects, and placing classroom book club orders. Scheduling information is sent home during the first few weeks of school.

PARENT/TEACHER ASSOCIATION

The Amherst PTA is an organization that devotes itself to enhancing the educational experience of all the students in the Amherst School System. The two major areas in which we work to achieve this goal are fundraising and service. The PTA meets on the second Tuesday of each month at Wilkins School.

Major PTA fundraisers take place in the fall and spring and are key to our success. The funds raised from these events are used to provide supplemental materials and programs for all students. These materials and programs are enrichment in nature and serve to broaden the child's educational experience.

Our service efforts include many school related events for students and parents. Past events have included speakers, authors, entertainment, and experiential activities. The PTA welcomes those of you who are new to the Amherst School District and would encourage you to attend our monthly meeting.

HEALTH PROGRAM

Clark-Wilkins Nurses
Deanna Cordts, RN
Nancy Panasiti, RN
Deb Provencher, Health Assistant

Through school nursing, essential and valuable contributions are made to the educational program as it strives to serve the needs of all children. Through the active and sincere efforts of home, school and community good personal health can be promoted. Increasing student awareness of the values of a healthy environment can inspire personal commitment for maintaining and improving the health of all people.

The purpose of school health services is to support the educational process within a comprehensive school health program. The school nurses act as specialists in the coordinated delivery of school health services which include: promotion of healthy decision-making, prevention of illness and injury, determination of the health status of students, provisions for early intervention and health screenings. School nurses also serve as health resources to the classroom teachers. In addition, they work closely with community and state agencies in the fields of health education and welfare. Each school has a fully equipped health office, staffed with a registered nurse. Please feel free to contact the nurse to discuss any health concern you may have.

MEDICAL REQUIREMENTS

Physicals: All students must have a physical exam within one year prior to entrance into the public school system. Forms may be obtained from the school office.

No medical examination shall be required of a child whose parent or guardian objects for religious reasons. In this case, a Religious Exemption Form needs to be completed and submitted. Forms are available in the school office.

All incoming students who move or transfer into the Amherst School District must have proof of a physical examination from their previous public school within 30 days of admittance. If the parent or guardian is financially unable to fulfill this regulation, the building principal should be contacted.

Immunizations: The State Public Health Agency requires that all children shall provide proof of proper immunization prior to the first day of school. Such immunizations shall not be required if the parent or guardian presents a Religious Exemption Form, which shows such immunizations are contrary to his religious tenets and teachings. Such forms are available in the school office. No immunizations shall be required prior to school entrance if the parent/guardian presents written documentation from a physician stating that immunizations will be detrimental to the child's health.

Required Immunizations*

| | |
|-----------|--|
| DTP: | Diphtheria, pertussis, and tetanus. A minimum of three doses providing that a least one dose was administered after the age of 4. Adult type if over 6 years of age. |
| TOPV/OPV: | Trivalent oral polio vaccine. A minimum of three doses provided at least one dose was administered after the age of 4. |
| MMR: | Measles, mumps and rubella. Vaccine administered after the age of 12 months. A second dose of Measles is required prior to entry into seventh grade. |
| TB: | Tuberculosis (intradermal). Screening administered between 0-6 years of age and periodically during the school years to detect the presence of tuberculosis. Not required but highly recommended. |
| HEP B: | All children born on or after 1/1/93 require three doses. |

*These requirements are subject to change at the discretion of The New Hampshire Department of Public Health's Immunization Program)

Activity Restrictions: All students are expected to play outdoors during recess except in extremely cold weather or rain. If a child is not well enough to play outdoors at school, home care is recommended.

Exceptions are as follows:

1. Students who have medical issues which require an activity restriction. They must have a physician's note excusing them from physical education and/or recess. The note should specify which restriction is applicable. This note must be signed by the health care provider and indicate the following:
 - a. The type of restriction (physical education, recess or both).
 - b. The length of time the restriction(s) is in effect.
2. For safety reasons, students who attend school with a cast, splint, and/or crutches will not be permitted to participate in physical education or outdoor recess without a physician's note stating they may do so.

Pediculosis (Head Lice) Checks: All students are examined periodically for pediculosis, a condition that is commonly found in school age children, due to the close nature in which children interact. If a child is found to have pediculosis, a parent/guardian will be contacted. The child will be dismissed and the parent/guardian will be given instructions regarding treatment of the child and home environment.

It is the policy of the Amherst School District that the child MUST be NIT-FREE in order to return to school. Children dismissed for pediculosis may not return to school or ride the bus until they have been re-examined by the school nurse and reentry into school is authorized.

Medication Policies and Procedures: State law requires certain policies and procedures be adhered to in the administration/assisting of medication dispensing in school. These policies are also implemented for safety reasons.

1. ALL PRESCRIPTION MEDICATION REQUIRES A WRITTEN ORDER* FROM A PHYSICIAN INDICATING THE FOLLOWING:**
 - Name of medication
 - Dose
 - Route of administration
 - Time to be given (Medications ordered three times a day usually do not need to be taken at school ask your physician.)
 - Duration of order (All orders automatically expire at the end of each school year and must be renewed at beginning of each school year.)
 - Physician's name (printed please) and signature
 - Physician's telephone number

* A prescription label does NOT suffice as a physician's written order. The order must specifically state the medication is to be taken in school.

**There are medication authorization forms available in the school and health offices

2. OVER THE COUNTER MEDICATIONS are discouraged unless recommended by the physician. Any that require a dosage different than the recommended dose on the label requires a Physician's written order. Any that are taken, must be brought to school in a new unopened bottle. The school health office has a very limited supply of acetaminophen.
3. A medication authorization form must be signed by a parent/guardian for ALL medications (prescription AND non-prescription).
4. **All medications must be transported to school by a responsible adult.**

Medication *must not* be transported on the bus.

5. All medications must be brought to school in the originally labeled container (most recently dated pharmacy label if prescription). Loose pills or liquids in home labeled containers **MAY NOT** be administered in school.
6. The FIRST DOSE OF ANY new medication should be given at home. This is to insure that any unanticipated side effects will most likely occur when the child can be closely monitored by you.

7. Under no circumstances are children allowed to keep medication of any kind on their person. **DO NOT** send in loose pills, cough drops, inhalers*, epipens*, etc. in lunch boxes or school bags. If a child is found with unauthorized possession of medication, he/she will be sent to the nurse or principal, and an attempt will be made to reach you to pick up or administer the medication.

* A special responsibility form must be signed by your child's physician and you if your child needs to carry an inhaler or epipen.

Please keep your child home if they have:

1. **Conjunctivitis:** The state mandates that children with conjunctivitis be excluded from school until they are symptom free; have been treated for at least 24 hours; or have a physician's note stating they are non-contagious and can return to school.
2. **Coughing** that may disrupt the class.
3. **Diarrhea:** A student should be diarrhea free for 24 hours before returning to school.
4. **Fever of 100 degrees or more:** Students should be fever free for 24 hours before returning to school.
5. **Rash:** Other than poison ivy or eczema. Unless we have documentation from a physician stating your child's rash is not contagious, children with a rash of unknown origin cannot be permitted to attend school.
6. **Sore/Strep Throat:** If your child is cultured for suspected strep throat (especially if they are started on antibiotics pending the throat culture results), please keep them home until you get the culture results. If the results are positive, the state mandates that they be excluded from school until they have been on antibiotics for at least 24 hours or have a note from a physician stating they are non-contagious and may attend school.
7. **Vomiting:** Students should not be vomiting for at least 24 hours before returning to school.

Clark-Wilkins School Wellness Practices

Effective: August 4, 2010

In support of the Amherst School District Wellness Policy JLCF, Clark-Wilkins is instituting the following practices and procedures related to the wellness plan. The full policy may be reviewed by accessing the SAU#39 web site and the policy section of the Amherst School Board.

- All food items provided through the school lunch or breakfast program, or any school function including classroom parties or celebrations must meet or exceed nutritional standards established by the USDA.
- The amount of fats, sugar, and sodium per serving will be minimized to comply with the recommended guidelines. This includes food or beverages brought in for school-wide or individual celebrations, such as classroom parties.
- All food brought in to be shared must be accompanied with an ingredient label. If there is no ingredient label available then the food item will not be distributed.
- Classroom celebrations may not include more than one food or beverage item that does not meet recommended nutrition standards.
- Birthdays will be recognized during lunch time in the cafeteria. The birthday child will receive a special pencil in recognition of his/her birthday.
- During events involving food, movement activities are also encouraged to promote the strong, positive connection between food and movement.
- The schools will not use foods or beverages as rewards for academic performance of good behavior, and will not withhold food or beverages as a punishment.
- Whenever possible, snacks and celebration foods should include fruits, vegetables, yogurt, or other healthy foods.
- In recognizing the large number of children and adults with food allergies, any event involving food must take into account the needs of individuals with food allergies. Classroom parties will be planned by the room parent and teacher. Party foods/favors or supplies not arranged by the room parent or teacher will not be distributed at the party.

Some ideas for healthier snacks are:

- Cheez its
- Cheerios
- Goldfish
- Pretzels
- Crackers
- Teddy grahams
- Vegetables and dip
- Rice Krispie Treats
- Popcorn
- Natural Fruit Snacks
- Fruit
- Cheese & crackers

AMHERST ELEMENTARY SCHOOL RULES

The Clark-Wilkins Behavior Intervention Team is working toward improved school climate and behavior through unified, clear, concise, and consistent school-wide expectation and responses. We collaborate to develop and implement initiatives toward this end.

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Every attempt is made to teach students about the importance of the above. When a student breaks a rule he/she may conference with a classroom teacher or other staff member. In the event of a major infraction or a pattern of misbehavior, the child will be referred to the Assistant Principal or Principal. The following guidelines are a reference:

Minor: Name calling, running indoors, inappropriate hand gestures, non-compliance to adult request, disrespect to peers or adults.

Major: Physical aggression (kicking, punching, slapping, head banging), threatening with words or objects, repeated occurrences of "minor" behaviors.

In the event a child is referred due to a major infraction of the rules, parent(s) will be contacted and a behavior report will be sent home for review/signature. Thank you for your support in reinforcing the core concepts of safety, respect and responsibility

SCHOOL BUS INFORMATION

First Student
211 Mont Vernon Road
Milford, NH 03055
672-3355

The bus schedule for the new school year is published in the Milford Cabinet one week prior to the opening of school. If you have questions about lost belongings, bus rides, stops, etc., please call the bus manager at 672-3355.

****Please note that a parent/guardian or other responsible, known adult is expected to meet any student in Kindergarten or First Grade at the bus stop. These students will not be released from the bus without the responsible adult present.***

SCHOOL BUS CONDUCT

BUS RULES

BE SAFE

- Wait safely in line.
- Walk to and from your seat.
- Stay in your seat at all other times.
- Do not put hands, head, or belongings out the window.

BE RESPECTFUL

- Listen and obey the Bus Driver.
- Use quiet voices when talking.
- Keep hands and feet to yourself.

BE RESPONSIBLE

- Keep all belongings in your backpack.
- No eating or drinking on the bus.
- Keep the bus clean.

The school board and staff members are very concerned about safety as we transport pupils. Cooperation from both parents and students is requested as we work to keep the buses safe for all concerned. Students using district provided transportation should understand that they are under the jurisdiction of the school from the time they board the bus until they are delivered at school or are delivered at the stop nearest their home.

The district reserves the right to install video monitoring on buses to assist in maintaining compliance with disciplinary procedures.

The bus driver has the responsibility to maintain orderly behavior of students on buses and will inform the student if his/her misconduct is being written up and reported. The driver will then report the misconduct via the bus company manager to the student's principal. No student shall be put off the bus while traveling to and from school. Parents shall be notified and the daily trip completed before the student will be denied transportation service.

The school principal or designee will have the authority to suspend the riding privileges of students who cause disciplinary problems on the bus and fail to conform to the rules and regulations approved by the School Board. (See RSA 189:9-a.) Parents of children whose pattern of behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the following procedure:

Bus Disciplinary Procedure

1. Once the first offense is confirmed, the parents will receive a statement of reprimand. The statement will also include a warning that future infractions will result in bus suspension. A call or letter home is optional depending on the situation. Flagrant violations of the Bus Regulations will result in immediate suspension from riding the bus.
2. If the Principal has reasonable doubt about the guilt of the student, he or she may meet with the Bus Company Manager and/or driver and the student to clarify the reported misconduct.

If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has a right of appeal, within ten (10) days of suspension, to the authority that suspended this pupil's right. If the appeal is denied, the parent or guardian may appeal to the next level. If this appeal is denied, the parent or guardian may appeal to the School Board.

Bus Regulations

Students may be suspended from using district transportation according to the following schedule:

1. Throwing things on, at, or out of the bus: (2-10) day suspension.
2. Smoking: (10) day suspension.
3. Spitting at anyone or anything: (2-10) day suspension.
4. Possession of drugs or alcohol: (10) day suspension.
5. Unauthorized use of emergency door: (10) day suspension.
6. Damaging the bus or equipment: (2-10) day suspension and payment for damages.
7. Use of inappropriate language, obscene gestures, excessive noise, fighting, wrestling, or acts of physical aggression: (2-10) day suspension.
8. Sticking head, hands, feet, etc. outside the bus: (2-10) day suspension.
9. Disobeying the bus driver: (2-5) day suspension.
10. Leaving the bus prior to student's appropriate destination: (2) day suspension.
11. Riding unassigned bus: (2) day suspension (exceptions made with bus pass from Principal, or his/her designee to bus driver or high school ID).

12. Changing seats while the bus is in motion or annoying other riders: (2) day suspension.
13. Any action that creates a safety hazard for the passengers of the bus: (1-2) day suspension.

Bus Passes

The school must receive written permission from the parent or guardian granting permission for a student in grades K-4 to ride a bus different from his or her own. The date, destination, and student's name should be included on the permission.

Bus Carry-On

To insure the maximum level of safety for all bus students, large items such as SKIS, MUSIC INSTRUMENTS (those which cannot be held on one's lap), and SCIENCE FAIR PROJECTS are not permitted to be taken onto the school bus unless they can be appropriately secured. No hazardous materials, glass, or live animals are permitted.

Bus Safety

Students are expected to be at their bus stop 5 minutes before the bus designated arrival time. Bus drivers have exacting schedules and will not wait for late arrivals. Students should remain well back from the road (approximately ten feet) while waiting for the arrival of the bus. Rushing toward the bus before it comes to a stop is dangerous. Misconduct at the bus stop will be reported. Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until their destination is reached. They should then leave the bus in an orderly fashion.

If students must cross the road after exiting the bus, they should walk 10 feet (five giant steps) past the front of the bus and look at the bus driver. S/he will indicate when it is safe to cross. STUDENTS MUST NEVER STOP IN FRONT OF THE BUS TO PICK UP A DROPPED SCHOOL PAPER OR BACKPACK.

RTI: Response-To-Intervention

Response-To-Intervention is an organizational structure we have implemented to provide all students with necessary supports. This is accomplished through strong universal or core (Tier 1), strategic or targeted (Tier 2), and intensive (Tier 3) instruction for all students.

Representatives from our staff meet regularly to collaborate with colleagues and discuss students who present with academic, social, or behavioral concerns. When the team meets, we brainstorm accommodations and supports necessary to facilitate student achievement. The team's varied membership (guidance, classroom teachers, learning specialist, literacy coach, school psychologist, and administration) allows students to benefit from a variety of perspectives and professional training.

HOMEWORK GUIDELINES

Current educational research indicates that homework adds the greatest value to the educational process when it relates directly to work at school, enlists the support of families as part of the valuable home-school connection, and can support students in acquiring or enhancing essential learning skills and in developing effective work habits. Research also indicates that many children complete homework most successfully with clear time frames and guidelines for completion. At home, this may mean having a designated homework time and area. With that goal in mind, students in grades one through four should be assigned homework using the following guidelines and recommended time frames:

- *Kindergarten* – selected activities beginning in January of the school year
- *Grade One*—10 minutes per night for four to five nights per week
- *Grade Two*—20 minutes per night for four to five nights per week
- *Grade Three*—30 minutes per night for four to five nights per week
- *Grade Four*—40 to 45 minutes per night for four to five nights per week

Homework should typically focus on reading, writing, spelling or mathematics in the primary grades, with an increased focus on social studies and science in the upper elementary grades. Homework may include tasks such as reading with or to your child, reviewing basic math facts using flash cards, visiting a designated web site, or reviewing material in preparation for an upcoming assessment or test. For homework to be most effective teachers and parents must collaborate and communicate on this valuable, but often misused and misunderstood instructional strategy.

Homework will not be provided in advance of any absences. Children who are absent due to illness may be provided with homework beginning on the second consecutive day of absence.

ELECTRONICS/CELL PHONES

- We strongly discourage the use of any **electronic games, ipods, mp3 players** or similar electronic devices and cannot be held responsible for their security. Students sometimes bring them to use on the bus rides to/from school. During the school day, such items must remain in the student's backpack and are not to be used at recess.
- We recognize that more and more students may carry **cell phones** to communicate with families in the event of an emergency or change of before/after school plans. We cannot be held responsible for these items and ask that they be **turned off throughout the school day**.
- **Cell phones can be distracting and should not be visible.** Teachers will confiscate any visible cell phones and bring them to the office where a parent or guardian will need to retrieve them.
- Students are **prohibited from taking pictures via cell phone** whether it is on the bus or during the school day.
- Staff members will use proper judgment and discretion with regards to the use of cell phones. Usage should be limited to lunch or planning time-away from students. Emergency situations may call for use of cell phones.

**Amherst, Mont Vernon and Souhegan
Notification of Rights
under the Family Educational Rights and Privacy Act for Elementary and Secondary Schools**

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

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

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may have be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or special education evaluator); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or to a school in which a student has already enrolled.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Amherst, Mont Vernon, or Souhegan school districts to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Amherst School District Policies

All parents/guardians are expected to read and familiarize themselves with the official policies of the Amherst School District. Policies can be accessed via the following link: www.sprise.com/policyamherst.aspx Those listed in **boldface** may be of particular interest to parents/guardians.

The following policies are suggested reading:

| Policy | Description |
|---------------|--|
| A | Foundations and Basic Commitments |
| B | Board Governance and Operations |
| C | General School Administration |
| D | Fiscal Management |
| E | Support Services |
| G | Personnel |
| I | Instructional |
| J | Students |
| K | School/Community Relations |

The following policies have been reprinted from the website referenced above and are particularly important:

PARENT RIGHTS UNDER SECTION 504/TITLE II

Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act of 1990 provides rights for persons who, because of a disability, need or are believed to need special instruction or related services. You have the following rights:

1. The right to be informed of your rights in this document.
2. The right to be notified about the decisions about your child's identification, evaluation, and accommodations.
3. The right to have decisions regarding your child's evaluation and program/placement based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and the program/placement options. The right to have your child reevaluated periodically, to the extent necessary, including before any significant changes are made to your child's educational program.
4. The right to have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make appropriate accommodations, modifications, or provide related aids and services necessary to allow your child an equal opportunity to participate in school and school-related activities and to benefit from his or her educational program.
5. The right to review relevant school records relating to your child. If in order to access the records, you need to obtain a copy of them, said copies will be made available at a reasonable cost, unless the fee will effectively deny you access to the records.
6. The right to request changes related to the educational program of your child as it is affected by his/her disability.
7. The right to request an impartial hearing to be conducted by a person who is not an employee of the district, related to the district decisions or actions regarding students under Section 504 of the Rehabilitation act of 1973 and Title II of the Americans with Disabilities Act of 1990 regarding identification, evaluation, and educational program/placement. You and the student may take part in the hearing and have your attorney represent you at your expense. Hearing requests must be made to the Director of Special Instructional Services, P.O. Box 849, 1 School Street, Amherst, NH 03031. If your concern regards your child's eligibility under IDEA, your request for a hearing should be made to the NH Department of Education, 101 Pleasant Street, Concord, NH.
8. The right to file a local grievance through local grievance procedures regarding any alleged violation

of Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act of 1990. Grievance procedures can be found in your School District's Policy KED.

9. The right to file a complaint at any time with the Office for Civil Rights, U. S. Department of Education, 8th floor, 5 Post Office Square, Boston, MA 02109-3921.

The Director of Special Instructional Services is the 504 Coordinator/Title II Compliance Officer Renea Sparks, 603-673-2690, ext 113

SECTION 504/TITLE II PROCEDURES REGARDING IDENTIFICATION, EVALUATION, AND PLACEMENT are available on the SAU/Amherst School District website, at the SAU 39 and school offices, and published annually in the local newspaper.

School District staff members will be familiar with the Section 504 referral form and the process utilized in addressing a 504 referral. A 504 referral can be made by parents, students, staff, or other personnel. The referral should be made in writing. If a parent requests a 504 referral, they will be provided with assistance.

Upon receipt of the referral the Building 504 Coordinator will schedule a 504 team meeting, send written notice of the 504 team meeting in advance to parents and other members of the team, enclose a copy of the "Parent/Student Rights under Section 504/Title II" with the meeting notice.

At the 504 team meeting, the student's eligibility under Section 504 will be considered by review of all available evaluation data. Under Section 504, a qualified individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. If the team determines that additional information is necessary to determine eligibility, they will obtain consent to conduct additional evaluations from the parent/adult student. An additional eligibility meeting will be scheduled.

Parents will be provided with a copy of the "Parent/Student Rights under Section 504/Title II" again at the conclusion of the eligibility meeting. The notice states that the parent has a right to an impartial hearing for parental disagreements with regard to identification, evaluation, and program/placements of students under Section 504 and Title II. The notice also states that the parent/student has a right to utilize the grievance procedure (Policy KED).

If the team determines that the student is eligible under Section 504, the team will proceed to develop the student's 504 Plan.

NON-DISCRIMINATION POLICY

Clark-Wilkins School does not practice discrimination on the basis of race, color, national origin, sex, handicap, or age. This policy is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975.

Grievance Procedures to address alleged violations of Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 are contained in the Amherst School District Policy KED. Grievance procedures to address alleged violations of Title IX of the Education Amendments of 1972 are set forth in Amherst School District Policy ACA.

Policies KED and ACA are available in their entirety on the SAU 39/Amherst School Board website at <http://www.sprise.com/policyamherst.aspx>, the school website, and at the SAU and Clark-Wilkins offices.

HARASSMENT POLICY

It is the policy of the Amherst School District that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying. The Amherst School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying as defined herein. Any person violating this Policy may be subject to disciplinary action up to and including expulsion.

Student misconduct that constitutes harassment or bullying under the Public Safety and Violence Prevention Policy (Policy JICK) may constitute harassment on the basis of race; color, national origin,

sex or disability. In situations where the bullying may constitute sexual harassment, the requirements of Policy ACA, Sexual Harassment & Sexual Violence, must also be met. Where the bullying may constitute harassment on the basis of race, color, national origin, age, or disability, the requirements of Policy KED, Grievance Procedure for Alleged Discrimination, shall be followed. Amherst School District Policies JICK, ACA, and KED can be found in their entirety on the SAU 39/Amherst School Board website at <http://www.sprise.com/policyamherst.aspx>

BULLYING DEFINED

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
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.

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.

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

School Property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Sexual Harassment

Bullying may constitute sexual harassment in which case it shall be subject to and be handled in accordance with the School District's Sexual Harassment and Sexual Violence Policy (ACA).

Consequences

Refer to NH RSA 193:F. A student violating the Harassment Policy shall be subject to appropriate disciplinary action; including suspension and expulsion.

Training

The Superintendent or his/her designee may develop age-appropriate methods of discussing the meaning, substance, and application of this Policy with staff and students in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents.

Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. A sign informing the occupants of school buses that such recordings may occur shall be posted on all buses.

Bullying as Abuse and Criminal Conduct

Under certain circumstances, bullying may constitute abuse under RS 169-C, the Child Abuse Reporting Act, or a crime. In such situations, employees shall comply with provisions of the School District's policy concerning the Safe School Zones Law and the law. Violations of the Safe School Zones Act involving an act of theft, destruction or violence will be reported to police in accordance with that law.

Immunity

A school employee, or employee of a company under contract with the School District, who has reported violations of bullying to the Principal, or the Principal's designee, shall be immune from any

cause of action which may arise from the failure to remedy the reported incident in accordance with this law.

Weapons Policy

Weapons or replicas of weapons must never be brought to school or onto school grounds. Anyone found to be in possession of a weapon or replica of a weapon will be issued an extensive out-of-school suspension or expulsion. Threatening the safety of another student or teacher with a weapon or replica of a weapon will result in a severe disciplinary action. RSA 193:13, II, III also address this issue:

RSA 193:13 II: Any pupil may be expelled from school by the local school board for gross misconduct or for an act of theft, destruction, or violence as defined in RSA 193:D:1, or for possession of a pellet or BB gun or rifle and the pupil shall not attend school until restored by the local school board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal an expulsion by the local school board to the New Hampshire Board of Education.

RSA 193:13 III: Any pupil who knowingly possesses a weapon in a safe school zone as defined in RSA 193:D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local school board to the State Board of Education.

Safe School Zone (RSA 193:D)

It is the School District's policy that all school buildings, premises, bus stops and associated areas shall be safe environments for students, free of danger posed by the presence of weapons or conduct that threatens harm by means of weapons or objects used as weapons. It is the school district's policy that the provisions of RSA 193:D will be carried out in all respects. Under the statute, a student may be suspended or expelled for acts of theft, destruction or violence occurring on school property, bus stops and routes and at school-sponsored events regardless of the age of the student, for homicide, assault (simple, second degree); sexual assault; criminal mischief; possession or sale of firearms or weapons; arson; burglary; robbery; theft; sale or possession of a controlled drug, or "look-alike" substances portrayed as illegal substances.

Drug Free School Zone (RSA 193:B)

Makes it unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense, or compound any controlled drug or its analog, within a drug-free school zone at any time of the year. Drug-free School Zone means an area inclusive of any property used for school purposes, whether or not owned by the school within 1000 feet of school property, or within or immediately adjacent to school busses.

Due Process in a Safe School /Drug Free School Zone

The School Board requires that the student body be annually notified of school rules including RSA 193:B, the drug free school statute; 193:D, (known as the safe school zone law); and 193:13, the law governing suspension and expulsion from school. Students are offered steps to take to prevent incidents from occurring, ways to report them if they do, and given examples of behaviors to avoid.

Equality and Sexual Harassment (Title IX)

The Amherst School District will not tolerate any form of sexual harassment. All students have the right to equal opportunity in an atmosphere that is free of sexual harassment.

PUBLIC NOTICE

From time-to-time, school officials are asked to make public or to provide information about students, such as class lists, team rosters, lists of graduates, award winners, and honors recipients. New Hampshire law (RSA 189:1-e) permits the release of what is called "Directory Information" consistent with the Family Educational Rights and Privacy Act (FERPA).

The Amherst, Mont Vernon, and Souhegan Cooperative School districts hereby notify parents of the types of information designated as Directory Information, which is information not generally considered harmful or an invasion of privacy if disclosed, includes: name and address of student; field of study; weight and height of athletes; most recent previous school attended; date and place of birth; participation in officially recognized activities and sports date of attendance, degrees, and awards. Parents have until December 1, 2011 to send a written request to the Superintendent of Schools SAU 39 to remove all or part of the "Directory Information" on their child (children) that they do not wish to be made available to the public.

Peter Warburton, Superintendent
SAU 39-Brick School
PO Box 849
Amherst, New Hampshire 03031
