

School Handbook



Chesterfield Cavaliers
Family Handbook
2025-2026

Principal's New School Year Letter

Dear Families,

Welcome to a new school year. If you are new to Chesterfield School this handbook can be a valuable resource. Please take a moment to read through the entire book. It contains important information about our school and how we address certain situations.

Located in this handbook is staff contact information, program services, health service information, return to school information and some important school policies. We hope that you will keep this document and refer to it when needed.

Please take note staff emails and phone extensions are listed for your convenience, please reach out when you have a question to the staff member first. Staff can be contacted via email or by phone. We want to work together with families to provide your child with the best education possible.

Chesterfield School offers a comprehensive program which strives to meet all learners' needs, while reinforcing good citizenship and behavior.

Sharyn K. D'Eon

Principal

Chesterfield School Mission Statement

Chesterfield School is a safe, child-centered community where trust, respect, compassion and honest communication are practiced to foster personal and academic growth.

Table of Contents

Chesterfield Cavaliers Family Handbook

2025-2026.....	1
Principal's New School Year Letter.....	2
Chesterfield School Mission Statement.....	2
Table of Contents.....	3
Staff Directory.....	5
Principal.....	5
Administrative Assistant.....	5
Receptionist.....	5
Director of Building & Grounds.....	5
Custodians.....	5
Guidance/504 Coordinator.....	5
Kindergarten	5
First Grade.....	5
Second Grade.....	5
Third Grade.....	5
Fourth Grade.....	5
Fifth Grade	5
Grades 7-8.....	5
Physical Education/Health.....	5
Art.....	5
Music/Choir/Band (4-8).....	5
Music (K-3).....	6
Reading Specialist.....	6
STEM/Technology.....	6
Library.....	6
ELL/ Spanish.....	6
Speech.....	6
Education Evaluator.....	6
School Psychologist.....	6
Adjustment Counselor.....	6
Special Education.....	6
Para Professionals.....	6
School Administrative Unit 29, Keene, New Hampshire 03431.....	6
Chesterfield School Board.....	6
Central Office Administrative Team.....	7
General Information.....	8
JFAA - Admission of Resident Students.....	8
Attendance.....	8
Absence, Dismissals, Tardiness.....	8

School Hours.....	9
Building and Grounds Security/Access.....	9
Lost and Found.....	10
Personal Technology.....	10
Consequences for Non-Compliance.....	10
Personal Property.....	11
Bicycles.....	11
Skateboards/Roller blades/Motorized bike and scooters.....	11
Visitors.....	11
Use and Rental of School Facilities.....	11
JICA - Dress Code.....	11
IJOA - Field Trips.....	11
Student Records and Access.....	12
Publication Of Student Names And Pictures.....	12
School Newsletter.....	12
Chesterfield School 2025-2026 Breakfast and Lunch Program.....	13
Charge Procedure.....	14
USDA Nondiscrimination Statement Food and Nutrition Service.....	14
Emergency School Closing.....	15
Practices and Procedures	15
Emergency Evacuation Plans	16
Student Discipline.....	17
Levels Of Misconduct	17
Procedures for Handling Interrupting Behaviors.....	18
Older Vs. Younger Students	19
Bullying.....	20
School Responses To Bullying.....	20
Instructional Programs/Services.....	21
Technology/Stem.....	21
Physical Education.....	21
Music.....	21
Library Services.....	22
Art.....	23
Assessment in Art.....	23
Grading Policy for Art Grades 6, 7 & 8.....	23
Spanish.....	23
Math Specialist.....	23
Reading Specialist.....	24
Student Teachers.....	24
Competency Based Education.....	24
Formative Activities, Building Blocks, and Assessments.....	25
Grading System.....	25

Habits of Work and Students' Academic Responsibilities.....	26
Monitoring Academic Progress	26
Middle School Academic Assistance (I Time).....	26
Promotion, Retention and Summer School.....	27
Homework.....	27
Referrals.....	27
Child Study Teams (CST) and Behavioral Support Teams (BST).....	28
Conferences.....	28
Special/Support Programs.....	28
Counseling Services	28
Small Groups.....	28
Individual Counseling.....	28
Classroom Instruction.....	29
Consultation.....	29
Other Services.....	29
Crisis Help.....	29
Crisis Numbers.....	29
Local Resources.....	30
Suicide Prevention.....	30
Title I Program.....	31
Student Ranking for Title I Eligibility- Chesterfield School District.....	31
Network And Internet Access/Use.....	32
Computer And Communication Technology.....	32
A Note about Academic Integrity/ Plagiarism.....	33
State Testing.....	34
School Health Services.....	35
Health Records.....	35
Immunizations.....	35
Medications.....	36
Health Screening.....	37
Dental Services.....	37
Exclusion Criteria.....	37
Health Office / Exclusion Criteria.....	38
Co-Curricular Activities.....	40
Interscholastic Sports (Grades 5,6,7 & 8).....	41
School Dances & Activity Nights.....	41
School District Policies.....	42
Child Find.....	42

Please note: All Chesterfield School Board policies can be found on the SAU29 website at:
https://www.sau29.org/apps/pages/index.jsp?uREC_ID=1253765&type=d&pREC_ID=1478359

Staff Directory

Principal

Sharyn D'Eon.....Ext. 1002

Administrative Assistant

Darlene Klaski.....Ext. 1004

Receptionist

Leslie SchmidtExt. 1001

Director of Building & Grounds

Bill DelisleExt. 1017

Custodians

Eric Richardson.....Ext. 1029

Guidance/504 Coordinator

Becky Kohler..... Ext. 2034

Nurse Ext. 1006

Athletic Director

Justin Jarvis - Ext.1051

Kitchen

Mgr. Ext. 1043

Kindergarten

Amy Randall - Ext. 1026

Stephanie Quail - Ext. 1015

First Grade

Tabitha Sipler - Ext. 1044

Ashli Staszko - Ext. 1031

Second Grade

Morgan Lausier - Ext. 1019

Amanda Kinson - Ext. 1018

Third Grade

Carrie Martin - Ext. 1009

Fourth Grade

Stephanie Fullmar-Smith..Ext. 1011

Gina Gitchell - Ext. 1032

Fifth Grade

Laura White - Ext. 1023

Grade Six

Erica Wood - Ext. 1045

Jessica Quarry - Ext 1008

Grades 7-8

Brian Hoglund - Ext. 1036

Sarah Plotczyk - Ext. 1020

Jay VanStechelman - Ext 1040

Mark Haley - Ext. 1007

Physical Education/Health

Greg Hammett - Ext. 1051

Justin Jarvis- Ext. 1051

Art

Kristin Mathis - Ext. 1010

Music/Choir/Band (4-8)

Sharon Nelson - Ext. 1012

Music (K-3)

Luba Lischynsky - Ext. 1014
Math Specialist
Sheara Heon - Ext. 1003

Reading Specialist

Tina Ramsey - Ext. 1035

STEM/Technology

Michael Hinesley - Ext. 1039

Library

Cynthia Waters - Ext. 1016

ELL/ Spanish

Rogelio Wasilewski - Ext. 1013

Speech

Karen Ruehr - Ext. 1028

Education Evaluator

Lisa Abohatab - Ext. 1014

School Psychologist

Chris Nelson - Ext. 1005

Adjustment Counselor

Tracy -Binet-Perrin - EXt 1025

Special Education

Jennifer Wojenski - Ext.1024
Katherine Houston - Ext. 1035

Para Professionals

Sheila Cowing
Dianne Drew
Charlie Hansel
Dave Hardy
Lori-Anne Ingram
Jamiee Murphy
Andrew Plummer
Elizabeth Schnackenberg
Erin Soltys
Matt Velky
Jen White
Muffy White
Kaili Williamson

School Administrative Unit 29, Keene, New Hampshire 03431**Chesterfield School Board**

Ege Cordell (Board Chair)
603-256-8588
ecordell@sau29.org

Len Fleischer
603-674-7609
lfleischer@sau29.org

Amy Treat
603-363-4752

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Bruce Soltys
973-699-3581
bsoltys@sau29.org
Michael Stefanowicz
802-310-9876
mstefanowicz@sau29.org

Central Office Administrative Team

(603) 357-9009

Robert Malay, Superintendent of SAU29 - Ext. 226

Dr. Ben White, Assistant Superintendent - Ext. 216

Brian Campbell, Assistant Superintendent - Ext. 224

Tim Ruehr, SAU29 Business Manager - Ext. 208

Scott Lazzaro, Business Administrator, Towns - Ext. 203

Andrew Stroud, Director of Human Resources - Ext. 213

Kate Shanks, Director of Student Services - Ext. 230

Katharyn King, Special Education Coordinator for Towns - Ext. 232

Robert Milliken, Manager of Technology - Ext. 220

The Chesterfield School District is an independent school district, governed by a five-member school board, which shares top administrative services with the districts of Harrisville, Keene, Marlborough, Marlow, Nelson and Westmoreland to form the New Hampshire School Administrative Unit #29.

The Chesterfield School Board meets regularly on the 2nd Monday of each month @ 5:00 PM in the school library. All meetings are open to the public. The agendas are posted at the post offices in W. Chesterfield, Chesterfield and at the school and on our website. Opportunities for public input are provided at each meeting.

The annual School District Meeting is normally held the Saturday before Town Meeting in March at the school. Voting is conducted for District Officers (School Board, Clerk, Auditor, Moderator, and Treasurer). Most articles are passed or defeated by a voice vote. With votes requiring a written ballot, voters must have registered prior to the meeting with the Town Clerk or at published times with the Supervisors of the Checklist.

Prior to the District Meeting, the Town Budget Committee holds a Public Hearing (January) at the school to gather feedback from the community with regard to the school budget being proposed for the following year.

General Information

JFAA - Admission of Resident Students

Attendance

Regular attendance is the joint concern of students, parents and school personnel, all of whom should strive to cooperate with legal requirements and school regulations.

It is expected that children enrolled in school shall attend all the time it is in session. Illness, dental and medical appointments that cannot be scheduled other than on school days will be considered excused absences. Excursions with parents during school days and of limited duration and educational in nature, may be allowed with advanced approval. Special educational arrangements of the school such as field trips, cooperative education, are considered part of the school program. Students must attend school for a majority (80% of a school day or approximately 5.25 hours) of classes on the day of a scheduled activity in order to participate.

Administrative regulations shall reflect primarily a concern for the health of students, and continued progress in studies; also, an understanding of the need to curb truancy, and develop maturity of students in assuming responsibility for their attendance. Pupils and parents will be apprised annually of the regulations.

Absence, Dismissals, Tardiness

According to state law, all children from the age 6 to 18 must attend school. Parent's/guardian's cooperation in stressing the importance of regular attendance and punctuality is most appreciated.

Parents Need To Call School Each Day When Their Child Will Be Absent Or

Late (603-363-8301 Ext. 0). A message may be left in voicemail. If you do not call us, you will get an automatic call.

All students should be at school on time. If a student is late to school, for any reason, we must mark them tardy.

If a student is present at school and has to leave for part of the day, this is recorded as an early dismissal on our register. When a student reaches **TEN ABSENCES &/or TARDIES IT WILL BE REPORTED TO THE LOCAL TRUANCY OFFICER**, Chief of Police. Truancy: Regular and punctual patterns of attendance will be required. **Students with 10 unexcused absences and/or tardiness will be reported to the truancy officer. This is also reported to the state in year end reports. Truancy may result in a referral to the Division of Child Youth and Families (DCYF).**

Early dismissal from school requires written permission from the parent or guardian and must be brought to the student's teacher. Students may not leave the school building unless accompanied by a designated adult. Students who are dismissed must check in at the office

before leaving. Students may be excused from school or class when illness or unusual circumstances arise during the day. Parents are notified and must normally provide transportation if the student is to return home. Students must never leave school grounds without the permission of a parent or teacher.

Telephone calls are disruptive to learning. We request that parents call and leave messages for teachers on their voicemail. If the message is critical please call the office and a staff member will get the message to the appropriate person.

School Hours

Grades K - 8: 7:55AM - 2:25PM

Students should not arrive before 7:40, as morning supervision will not be available. Students will be directed into their classrooms at 7:50. At 7:55 a.m. students will be marked tardy and should report to the main office for a tardy slip.

Students in grades 5 - 8 who are remaining after school for participation in academic assistance must remain in the designated classroom. Teachers in these grades are expected to be available in their classrooms to supervise/work with students during this time or to make other appropriate arrangements with colleagues.

Building and Grounds Security/Access

On weekdays when school is in session, all doors will be locked. Visitors must sign in at the main entrance. Appointments should be made in advance of your arrival. A visitor badge will be issued to you and the receptionist will call your destination. The school playground will be closed for public use during school hours. This is for the safety of our students and staff members.

Vehicles are not permitted in the main entrances/driveway during drop off/ or pick up from 7:40 - 8:15 a.m. and 1:50 - 2:45 p.m. Students being picked up or dropped off should be let out in the circle behind the fire station. We ask that families remain in their cars while dropping off and picking up students.

Students should go directly home after dismissal. If other plans have been made, a note should be sent to the school's office. This will help staff guide your child to their new destination. Last minute calls to the school office may create confusion for your child and school staff. We ask that you please try to call the school by lunch allowing staff to communicate any change in plans.

Lost and Found

Clothing and personal belongings of students should be marked with the owner's name. Each year our school collects hundreds of dollars- worth of items, which cannot be identified and are not claimed by students or parents. A red lost and found bin has been placed in the entryway. Periodically, throughout the year, items are donated appropriately when not claimed.

Personal Technology

We want to ensure a focused and productive learning environment for all students. To achieve this, our school has a clear expectation regarding students' use of personal technology during the school day, consistent with state law (NH RSA 189:1-a V).

Students are not permitted to use personal technology during the school day. This includes, but is not limited to, cell phones, earbuds & headphones, smartwatches, portable gaming devices, etc. The use of these devices is prohibited from the start of instructional time until the dismissal of the academic school day. Students are expected to keep all personal cell phones and technology turned off and put away during school hours.

Parents: We kindly request your support in upholding this policy. Please do not call or text your child on their personal cell phone during the school day. If your child needs to speak with you, please encourage them to use a school phone during designated times, or to visit the main office to use their own device for a call if absolutely necessary. Similarly, if you need to reach your child during school hours, please call the main office directly.

Consequences for Non-Compliance

Refusal to refrain from using personal technology during the school day will result in escalating consequences. These may include:

- Restorative intervention
- Supportive measures including referrals to school counseling
- Surrendering of device(s) during the school day
- Detentions
- Suspensions

Personal Property

Students are discouraged from bringing personal property to school unless requested to do so by teachers. The school cannot take responsibility for personal items which could be broken or taken by others; i.e. collectibles and trading cards, cell phones, iPods, laser lights, drones, rc cars and electronic games are not allowed. (Special permission can be given by a teacher and/or principal if items are required as part of an educational project).

Bicycles

If students ride bicycles to school, they are to be left in the bike rack with an appropriate bicycle lock. Bicycles are not to be used during school hours. Students are required to wear helmets and obey the rules of the road. Written permission must be on file prior to riding the bike to school. This privilege can be revoked at any time, if conditions are violated.

Skateboards/Roller blades/Motorized bike and scooters

Students are not allowed to bring skateboards, roller blades or motorized bikes to school. The use of these items is prohibited on school property at all times.

Visitors

Parents and members of the Chesterfield community are expected to sign in/register in the office. **No student guests/friends will be allowed during the first and last month of school, before any school vacations or holidays or during the conduct of special activities, i.e. Field Day, due to the increased demands on staff for supervision.** Any visitors to the school, during normal school hours, are required to check in/out in the main office, have a prior appointment approved by the office and wear visitor identification badges at all times.

Use and Rental of School Facilities

The school's facilities represent the center of the community and as such are in constant demand. Requests for use must be submitted 7 days in advance to the Administrative Assistant. Priority will be given to school activities first, youth programs and community groups. When requesting building usage, an organization/individual will be charged for custodial services, crowd control, administration fees, utilities, use of kitchen and required staffing, etc. These building and rental fees are consistent with established School Policy KF. A copy of this policy and the rental agreement forms are available in the school office by contacting the Administrative Assistant.

[JICA - Dress Code](#)

[IJOA - Field Trips](#)

Student Records and Access

All student records concerning an individual student in our school are accessible to that students' parents. Parents who wish to review their children's school records are asked to call the school for an appointment. Parental rights in regard to school records are explained in Chesterfield School District Policy JRA and its administrative procedure.

Student records include testing information, grade/progress reports, health data, and personal observations by members of the staff regarding strengths and weaknesses of an individual student. These records may not be shared with others outside the designated staff without your written permission under provisions of the Family Rights and Privacy Act.

Student records are transferred to Keene High School at the culmination of eighth grade. Should your child enroll in a school other than KHS, a release of records must be submitted to the Chesterfield School office no later than a week before graduation in June. This will ensure your child's records are sent to their new school.

Publication Of Student Names And Pictures

At times during the school year we publish articles and photos about Chesterfield School and its students in local newspapers and on the school website.

If you have objections to your child's name or picture appearing in these areas, please notify the principal in writing immediately within 10 days after the receipt of this handbook.

School Newsletter

The newsletter will be sent electronically. It will include information of general importance to the school's K - 8 happenings, lunch menus, special programs/activities, etc. If you desire to receive a paper copy please contact the office staff.

Chesterfield School 2025-2026 Breakfast and Lunch Program

Chesterfield School offers both breakfast and lunch programs every day. Breakfast is served beginning 15 minutes prior to the start of school. Snack Pak breakfasts are available to all students at snack time. Lunch times vary by grade.

Item	Daily	Weekly	Monthly
Full Paid Lunch	\$3.25	\$16.25	\$65.00
Reduced Lunch	\$0.40	\$2.00	\$8.00
Milk (8oz)	\$0.65	\$3.25	\$13.00
Juice	\$0.50	\$2.50	\$10.00
Full Paid Breakfast/Snack Pak	\$2.00	\$10.00	\$40.00
Reduced Breakfast /Snack Pak	\$0.00	\$0.00	\$0.00

Chesterfield School has a computerized food service operation. All students are given a numerical PIN number, which they enter as they go through the cafeteria line. **If you do not wish your child to participate in the School Meals Program, you must notify us at 603-357-9011.** Otherwise, you are responsible for all charges on your child's account. Parents are encouraged to pay for meals in advance on a monthly basis on the first Monday of the month. You may send your child in with a check/money order or cash, although checks are preferred and **we strongly discourage sending in cash as it cannot be traced.** Parents should record their child's first and last name on a clearly marked payment envelope or check. Payments sent into the school will be collected in the classrooms and put into the classroom envelope and then sent to the kitchen for the school lunch staff to post the payments into the individual student's account each day. On-line payments are the safest method and can help avoid the occasional lost check or envelope. You may register to make your child's school meal payments online at www.paypams.com . It is safe, easy, and convenient. PayPams also allows you to monitor their account and view your child's purchases through your PayPams account and you are not required to make payments when signing up. You can also select to receive email reminders when your child's account is getting low on funds. Unfortunately, payments cannot be accepted as the children go through the cafeteria line for sanitary reasons. All checks should be made payable to "Chesterfield Food Services".

For those students who were approved for free or reduced price meals last year by an application or direct certification, it will be necessary to re-apply by October 7, 2025 for the 2025-2026 school year. If you do not re-apply by October 7, 2025, your child will revert to PAID status and you will be responsible for all charges on your child's account until you have re-applied and been approved for free or reduced meals. The program is not retroactive.

Applications will be sent home on the first day of school and can be returned directly to your student's school or the Keene Food Services Office at 77 Arch Street, Keene, NH 03431. The address will also be on the application. You can also download an application online at www.keenefoodservices.com . You will be notified by mail as to the determination of the application. If you have not heard from us within a week, please call our office to confirm that we have indeed received your application. We urge all who believe they may be eligible to apply. All information is kept confidential. If you need assistance with this process, please call the school principal, guidance counselor or Keene Food Services directly.

Charge Procedure

It has always been the policy of the Food Service Department to allow a student the courtesy to charge one lunch even if they do not have the money that day to pay for it. This courtesy is for emergency purposes only. If your child does not have funds in their account, they will not be allowed to purchase any a la carte items including snack drinks or beverages at lunch time. If your child has a negative balance of (\$25.00) or more, they will receive a choice of sandwich for their lunch entrée. Negative balances are not permitted by the school district or the State and Federal Government.

Your school's menu and other information regarding the School Meals Program are posted on our website www.keenefoodservices.com . You can also log on to www.sau29.org or the individual school's website to access the menus. We look forward to serving your children fun and healthy meals that meet and exceed State and Federal nutritional requirements. Please call the Keene Food Service office with any questions at 603-357-9011.

USDA Nondiscrimination Statement | Food and Nutrition Service

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

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>,

from any USDA office, by calling (866) 632-9992,

or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in

sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

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

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

This institution is an equal opportunity provider. 12/9/22

Emergency School Closing

Practices and Procedures

Inclement weather could force the Superintendent of Schools to either delay opening or close schools for the day. Decisions to close or delay school are made with the safety of students in mind after information is received from town road agents and the National Weather Bureau and in consideration of related state and local policy. Parents have the privilege of keeping their child home or picking them up early if, in their opinion, dangerous weather conditions exist and the Superintendent has decided to maintain the opening of school.

If conditions (weather, breakdown of heating or water systems, flooding, etc.) require that the school must be closed during the school day, teachers will need to notify the office regarding those students who may be returning to empty homes and have suggested alternatives. Parents must provide updated emergency telephone numbers if home situations change. Families will be notified of any such above situations via the district's calling notification system.

We urge parents to give instructions to their children to follow if students are taken home during an emergency school closing. Names and telephone numbers of relatives, friends or neighbors at "safe homes" are important if a parent is working or cannot be reached. Teachers are expected to be familiar with this information for their respective classes.

Emergency Evacuation Plans

In case of an emergency, parents should listen to an Emergency Broadcast System (EBS) radio station to receive any recommendations for sheltering, evacuation, or other protective actions. Messages may also be sent out via email, in a text or voice message.

The EBS radio stations in the Chesterfield area are:

- WKBK Keene - 1220 AM
- WYRY Hinsdale - 104.9 FM
- WKNE Keene - 1290 AM
- WKVT Brattleboro - 1490 AM - 92.7 FM
- WNBX Keene - 103.7 FM
- WTSA Brattleboro - 1450 AM - 96.7 FM

If sheltering is advised, students will be sheltered in the school. If the emergency requires evacuation, parents of Chesterfield School students should follow the following procedures:

1. Students will be bused to the Reception Center under the supervision of teachers or other school officials.
2. Students will be registered at the Reception Center.
3. Parents will be evacuated with the rest of the citizens of Chesterfield. Parents of school children should go to the Staging Area at the Reception Center. Parents will be given instructions on how to proceed at the staging area.
4. Parents will meet their children at the Reception Center. Pupils will be under the supervision of teachers or other responsible registration officials until released to parents.
5. If the above is followed, it will result in less confusion and an orderly evacuation of the Town of Chesterfield.

The Chesterfield Emergency Manager/Director suggests to Chesterfield parents and teachers that they discuss this matter with their children and/or students to make sure the children understand the different actions taking place.

Student Discipline

Levels Of Misconduct

The staff at Chesterfield School believes that learning takes place best in a safe and enriching environment structured by a consistent and caring discipline policy. The positive educational environment begins with staff, students and parents respecting each other, the school, and the learning process. Our discipline policy is based on helping students understand appropriate behavior and logical consequences of interrupting behavior through instruction, modeling and practice.

The primary goal of our discipline policy is to help all students develop self-esteem, self-control, and self-motivation. To achieve this goal the staff will encourage students to be responsible to others, for their own behavior, and for making appropriate choices. Reports of bullying will be sent to the principal/guidance immediately for processing.

The following lists the basic levels of misconduct.

Level I: Interrupting behavior which interferes with the orderly operation of the school, the education of the student, and the education of others. The teaching staff normally handles these offenses. Most Level I interrupting behaviors are handled in the classroom, parents will be notified by the teacher if problems deteriorate further.

Level II: More serious interruptions which may be a continuation of Level I offenses and/or that which disrupts the school's learning climate for students and staff. An office referral form must be forwarded to the Office detailing the incident and the recommendations for consequence. Classroom teachers are responsible to communicate behavior issues to families.

Level III: Serious interrupting behaviors, against persons or property which may endanger the health, safety, or well-being of those in the school. These offenses are disruptive to the atmosphere in the school and may or may not be repeated Level II offenses.

Level IV: Interrupting behavior which is so serious that it represents a direct threat to the health, safety and well-being of people in the school or which seriously impairs the educational process. Suspension or expulsion may be required as well as other possible administrative and/or legal sanctions. A parent conference is strongly suggested before a student will be readmitted for classes. Parents/legal caregivers involvement is important to resolving issues of misconduct.

Procedures for Handling Interrupting Behaviors

Violations of school rules or the student code of conduct may result in restorative justice consistent with the degree of interruption and the developmental level of the student:

1. Most interrupting behaviors are isolated and limited to offenses that can be easily handled through discussion with the student(s) and through communication with parents.
2. Our response to a student(s) interrupting behaviors will include communication, and fairness. However, the consequences for behaviors such as fighting, vandalism, violation of a school policy, possession of drugs, alcohol and/or weapons, the disruption of classes, blatant disrespect and vulgar language directed at staff or peers are non-negotiable and will result in disciplinary action.
3. Physical restraint/contact between an adult and student should only be used to prevent further injury or self-protection.
4. Support staff and teachers have equal authority and responsibility in responding to observed misconduct.
5. All interrupting behavior forms processed by support staff must also be signed by the homeroom/classroom teacher to ensure awareness of the situation
6. Misconduct beyond Level I infractions will result in referral to Administration and disciplinary action, which may include the following:

- a. **Parent Conferences (Due to Discipline Infraction)**

Disciplinary problems should be understood and resolved between the teacher, student, and the parent/legal guardian as quickly as possible. A conference may be helpful in clarifying the situation and modifying interrupting behaviors. The principal may be included at the request of either party. A parent conference is required for any Level IV referral before the student is allowed to return to school/classes.

- b. **Restriction of Privileges**

Repeated Level II misconduct, any Level III/IV or a Bullying referral may result in immediate restriction of privileges from co-curricular activities, interscholastic sports, club memberships, dances, field trips, school assemblies and activities not directly related to the school's instructional program. Students who cannot function as good school citizens, will not be allowed to represent Chesterfield School in cocurricular activities.

- c. **Restricted Lunch**

Misconduct in the cafeteria may result in removal from the general seating area, and assignment to a silent restricted lunch area.

- d. **Teacher Detention**

Detention is used as a method to process situations, resulting from a student's failure to comply with expectations. This is more common in the Middle School grades. Students will serve detention with the teacher who issues it. Detention

length is determined by the staff member issuing it and is agreed upon with the parent. Families are responsible for picking up their child from the detention and should check in with the staff member. Detention takes priority over any other school activities including, but not limited to, sports and clubs.

e. **In-School Suspension**

Repeated Level II misconduct, a Level III or a Bullying referral may result in an immediate in-school suspension. The student will be placed in a restricted setting for the day and will be expected to complete regular assignments. They will not be allowed to participate in the regular school program or co-curricular/after school activities on that day.

f. **Out-Of-School Suspension**

Normally the result of a Level IV referral, such action will only be taken when the safety of students or the integrity of the School's instructional program is jeopardized. Students are not permitted to participate in co-curricular activities or attend after school programs during periods of suspension. Students will be expected to complete missed coursework while serving their out of school suspension.

g. **Expulsion (Due Process Policy JIA)**

The student will not be allowed to return to school or be on school property for the remainder of the school year. Such action will be taken only when all other remedies have been exhausted, in accordance with School Board Policy and state law.

Older Vs. Younger Students

Because we have a "school within a school" covering ages five to fifteen we do need to treat older and younger students differently, while adhering to the same principles. That is not unlike what parents face at home with older brothers and sisters or what we find in adapting methods or materials for instruction for any varying ages. Although we share a common disciplinary philosophy, it is recognized that strategies will vary in consideration of the ability and ages of the students.

Bullying

The school is committed to providing a safe environment in which the members of the school community are treated with respect. "Bullying" interferes with this proper school environment.

Accordingly, the school follows a procedure intended to minimize and prevent bullying by dealing with such acts of verbal or physical abuse. See Chesterfield School District Policy and Procedure JICK. & RSA 193-F: 3

Parents and/or students may report bullying. Please fill out the form included in this handbook and return to the office for administration action. All confirmed bullying incidents will be reported to the office of the Superintendent and then to the School Board.

School Responses To Bullying

1st Incident:

- Verbal Warning recorded
- Student is issued a restorative justice act
- Parent is called by teacher
- Report sent to Superintendent and School Board

2nd Incident:

- Student is issued a restorative justice act
- Event recorded in PowerSchool
- Loss of privilege
- Report sent to Superintendent and School Board

3rd Incident:

- Parents must attend school meeting with teacher and administration
- Event recorded in PowerSchool
- Student will have in-school suspension
- Student attends 2 sessions with the School Counselor regarding anti-bullying behavior
- Report sent to Superintendent and School Board

4th Incident:

- Parent must attend school meeting with principal
- Event recorded in PowerSchool
- Student will serve an out of school suspension
- Student may provide a community service upon return
- Report sent to Superintendent and School Board

Physical or sexual bullying will be considered and treated as a higher-level Incident. Intervention to bullying behavior will reflect the appropriate developmental level for each student.

Instructional Programs/Services

Technology/Stem

Students in grades three, four and five develop and increase their keyboarding skills. There is a focus on learning and implementing the engineering design process as well as fundamental coding, an exploration of magnetism, beginning robotics, and electrical circuits. Digital citizenship, online safety, and the Google Suite of applications are put into practice.

Middle school students are exposed to personal financial literacy, coding through robotics, microbit technology, 3-D design, and digital storytelling. They also learn the practical uses of spreadsheets, the basics of how computers work, and skills such as selecting strong passwords and maintaining online privacy. Core math and science concepts are reinforced throughout the year.

Physical Education

All students in grades K - 8 will receive formal instruction in physical education. Emphasis in the early grades is given to kinesthetic awareness, and the acquisition of the basic motor skills of walking, running, sliding, jumping, hopping, skipping and leaping. Activities that develop eye-hand and eye-foot coordination, balance and timing are practiced. Encouragement of the social skills of sharing, cooperative play and sensitivity to others are intertwined with these activities. Children also begin to learn the rules of basic games.

The emphasis in the elementary and middle grades is on the development of physical fitness skills and the development of individual sports such as archery, badminton and volleyball. In addition, specific rules and techniques of organized team sports such as soccer, basketball and floor hockey take on a larger role at these ages. For maximum safety and enjoyment, students should come to class prepared with sneakers and loose comfortable clothing. Should a student arrive not prepared, they may be asked to sit out.

Music

Students in Chesterfield receive music instruction in grades K-8. All General Music classes include singing, movement, and using a variety of classroom instruments. Activities increase awareness of the voice, develop music literacy in rhythm, pitch, and vocabulary, and expand familiarity with the look and sound of instruments and their families. Students participate in lessons that refine their listening skills, and introduce the music of different times and cultures. Occasional performance activities offer opportunities to share music achievements.

Recorder instruction is incorporated into 4th and 5th grade music classes, giving students the opportunity to play an instrument, and to apply music understanding and skills. Middle School music classes deepen students' understandings of how music and the arts connect life, culture, and the world around them. Ukulele, keyboard, and drumming may also be incorporated.

Instrumental lessons are offered to students in grades 6-8 who are interested in playing a traditional band instrument, guitar, or keyboard. Beginning and Intermediate bands and Chorus are also offered, and will include special performing opportunities.

Library Services

The Chesterfield School Library Media Center provides materials and resources to support and encourage students in their journeys to become lifelong learners as well as effective, responsible users and producers of information. The media center is staffed by a certified library media specialist with assistance from a few highly trusted and trained parent volunteers.

The library media center provides a rich collection of traditional print media (books), audio books, a variety of digital database resources, as well as in-house use of computers, iPads and an interactive smart board. All resources are selected by the library media specialist (LMS) with consideration of reading levels, interests, and relevance to the curriculum. Professional review sources are used in making collection-development decisions. Student, teacher and parent suggestions are welcome for possible selections for the collection.

Regular instruction is provided in the library media center to promote book selection skills, reading as a source of personal enjoyment and to satisfy individual, intellectual curiosity, research skills, and digital literacy skills such as, website evaluation, internet research, privacy, and becoming responsible consumers and producers of digital information. Additionally, the library media specialist provides support to and engages in collaborative learning opportunities with classroom teachers. Instruction topics, lessons and projects are designed to engage students as well as meet a variety of information literacy standards including the American Association of Librarians (AASL) standards, the International Society for Technology in Education (ISTE) standards and the Common Core State Standards (CCSS).

Students, staff and parents may borrow materials from the library. The checkout limit for students increases as students get older (1 book in Kindergarten up to a maximum of 6 items for older students) but may be modified if a student is struggling to return books in a timely fashion. Parents/guardians are ultimately responsible for the cost of lost/destroyed library materials. Periodic reminders are sent home throughout the school year regarding overdue items and letters are sent at the end of the year detailing the cost of missing items. The Chesterfield School Library Media Center provides a wonderful opportunity for students to make their own choices regarding reading materials as well as an opportunity to learn to be responsible library patrons.

Art

Students at Chesterfield School will receive Visual Art instruction that strives to promote individuality, creativity, and appreciation of the arts. The art curriculum is based on the National Core Standards for Visual Art, with the standards broken down into four categories: Creating, Presenting, Responding, and Connecting. The intent is that not only will students develop the skills for self-expression using a wide variety of media, but they will also be practiced in the presentation and discussion of their work. Students will develop their ability to respond to the work of others and make connections in the world.

Assessment in Art

Kindergarten is seen as the time to be introduced to and explore multiple materials and techniques. First through Eighth grades are assessed in terms of standards and habits of work.

Grading Policy for Art Grades 6, 7 & 8

Each project will receive two grades, one for habits of work and one for the standard. Students will learn a variety of art making skills and media and will begin to develop a sense of self-expression. Students are expected to work hard, have an open mind, and be a supportive and positive class member.

Spanish

Spanish is offered grades k-8. Currently the program is funded at 50%. Upper grades will have Spanish twice a week , while the elementary students will get Spanish one day a week.

Math Specialist

The school district employs a full-time Math Specialist, whose responsibilities focus mainly on, coaching the staff with their math instruction. Their job also includes the following:

- Instruction and Planning – collaborating with teachers and title one on lessons that focus on Number Sense, Number Concepts, Fluency, Procedures/Operations, and Application; assisting with curriculum maps, pacing, planning.
- Interventions-delivering math interventions to individual students or small groups.
- Staff Development – sharing best-practice math strategies with staff and parents, sharing ideas for professional development opportunities with staff
- Mathematics Motivation – suggesting and implementing math incentives for school/community.
- Data– math concept, fluency and application levels through formative and summative assessments such as; class observations, class work, non-standardized measures, Acadience Math, and state testing; meets with a SAU 29 and Chesterfield School data teams to review assessments and create instructional goals for students; serve as a liaison for math discussions at the SAU level.

- Programming and Training– acting as a resource for materials and programs; researching programs and presenting to staff.
- Parent Communication– acting as a contact for parents and assisting with parent involvement activities

Reading Specialist

The school district employs a full-time certified Reading Specialist, whose responsibilities focus mainly on coaching staff on reading instruction. The job also includes:

- Sharing instructional suggestions-meet with all grade level teams and assist with curriculum maps, pacing, planning.
- Collaborating for content area teaching – help teachers with lessons that focus on reading and writing in content areas.
- Providing on site staff development – collaborate on reading strategy lessons in all classrooms and assist with program implementation – CORE reading, guided reading, etc.
- Building reading motivation – suggests and implements reading incentives for school/community.
- Assisting with assessments – informal assessments to obtain reading levels; data diving on more formal assessments – Acadience meet data team to review assessments and make instructional goals for students.
- Offering special program training – act as a resource for programs; research CORE programs and present to staff.
- Developing parent and community relations – act as a contact for parents and assist with parent involvement activities.
- Work with small groups of students as necessary for skill work or interventions.

Student Teachers

The total number of student teachers may be limited. Selected teachers will serve as supervisors for the program in consultation with Keene State College faculty. Although we also encourage internships from other colleges/universities, first priority will be given to student teachers and methods students from Keene State College.

Competency Based Education

Competency Based Education is a system of curriculum, instruction, and assessment that focuses on students' mastery of specifically defined content and skills and the development of their ability to transfer that knowledge to real world contexts. The clear expectations and feedback teachers provide around the content and skills more fully supports the learning of each individual student.

A Competency is a general category of learning, while a Performance Indicator identifies specific content and skills that will be taught and measured. Specific feedback around the performance indicators is part of the instructional practice.

Formative Activities, Building Blocks, and Assessments

Teachers at Chesterfield School use multiple assessment methods as part of their instructional process. The types of assessment used are:

- **Formative Activities** - Formative activities offer real time feedback given while students are first learning content or concepts. These are dynamic, real time feedback mechanisms that are not “scored” or “graded”
- **Building Blocks** - They can be used to indicate completion, not an evaluation of learning. Teachers may choose to put these into the gradebook
- **Assessments** - Graded/scored assessments that measure knowledge and/or understanding of content, concepts, and academic skills. These assessments are scored based on the system below...

Grading System

Descriptor	Description
Proficient with Distinction	Able to meet the Performance Indicator and demonstrate higher-level thinking
Proficient	Able to meet the Performance Indicator
Developing	Has shown an understanding of elements of the Performance Indicator, but has not yet shown the ability to meet it
No evidence	Has not shown enough evidence of understanding of the Performance Indicator for proficiency to be determined; If this is used for missing worked, it should be combined with the “Missing” symbol in PowerSchool

Powerschool holds the records of student progress and can be accessed by parents at any time. The primary use of Powerschool is to effectively communicate to both parents and students, academic progress. The school's reporting system is structured on a trimester basis for all students grades K - 8.

Some assessments offer the opportunity for students to request a redo at the teacher's discretion. For a specific teacher's redo policies can be found either on course syllabus or via other teacher communication.

The school's reporting system is designed to show a student's mastery of standards. Students receiving incomplete grades at the end of a trimester will be given two weeks to make-up for missing work. At the end of that time, the teacher must give a final grade and the student will be issued a new report card.

Report Card marks will close several days prior to the last day of school
Final Report Cards will be emailed home after school ends. Please check your students' progress throughout each trimester.

Trimester I: August 27 – November 21

Trimester II: November 24-March 13th

Trimester III: March 16 – last day of school (TBD)

Habits of Work and Students' Academic Responsibilities

Teachers use Habits of Work to report on student work completion and engagement in class (arriving on time, participating in the lessons, etc.). Habits of Work are recorded in PowerSchool every two weeks. Students' work habits impact their ability to reassess summative assessments.

Monitoring Academic Progress

All teachers K-8 are required to notify parents of failing grades. When a student is attempting a redo, it may take time. Parents are encouraged to contact teachers at any time to discuss questions or concerns. Power School is the primary tool for communication with families. Families should feel comfortable reaching out to classroom teachers at any time. Please do not contact the principal first. Parents should first contact the respective teacher if they have questions or concerns about their child's academic progress. Most issues can be resolved easily at this level. Parents may elect to refer the matter to the Administration or Superintendent of SAU29 if they feel that their concern was not addressed by the subject area teacher.

Middle School Academic Assistance (I Time)

I-Time is an opportunity to ask for extra help, to relearn concepts that you struggled with on assessments, and to re-take all or part of an assessment if you are eligible. Students and families should review the makeup work and relearning/reassessment guidelines for each

Promotion, Retention and Summer School

It is our belief that all students can be successful at Chesterfield School. Our experience indicates that students who are not successful often don't complete or turn in their assignments in a timely fashion, not because the work is too difficult. Teachers at Chesterfield are dedicated to promoting students' knowledge and understanding, as well as their academic and study skills. For some students, making gains in those areas may mean coming to school early, working at i time or remaining after school for extra help. Appointments can be scheduled with subject area teachers.

When necessary, students may be asked to attend Summer School. If proficiency is not achieved (Social Studies, Science, Mathematics, Language Arts) students may be asked to attend summer school.(If the student is an 8th grader it may impact their fall schedule of courses at Keene High. Mastery of skills is important in the progression of skill sets and before a student advances they must achieve a proficiency level of three.)

Homework

Homework assignments and good study habits are keys to academic success. They also help establish a positive work ethic important for adult life. Homework is the practice that reinforces classroom work. Homework teaches students to organize their time, to work independently, to use study skills, and to develop self-discipline.

Amount and frequency of homework is determined by each teacher and depends on the age, ability and skills of individual students. We do recommend homework for all students beginning in the primary grades where this may involve things like remembering to bring their lunch money or sneakers for gym class. In the upper elementary grades, students are expected to handle long term assignments and projects. If a child is out for 3 or more days due to illness, homework may be obtained by emailing the homeroom teacher. Please allow the staff one school day to gather missed work.

Referrals

If a student is experiencing personal and/or academic difficulty, parents are encouraged to **talk directly with the teacher, as step one**. If issues are not resolved, parents and teachers are encouraged to bring the matter to the attention of the school's Child Advocacy Team (CAT TEAM) by contacting the school counselor, Mrs. Becky Kohler. A school team will meet to discuss the concerns and develop a plan of action.

Child Study Teams (CST) and Behavioral Support Teams (BST)

The Child Study Team provides a forum for teachers and families to voice concerns about students' academic progress, a process for developing tiered interventions strategies to support classroom efforts to meet student needs. The CST collaborates with classroom teachers to help track student progress and inform families, in-house team and service providers. The school also has a Behavioral Support Team (BST) This group works together to develop tiered behavioral strategies to meet a child's needs.

Conferences

Communication between school and home is most important to a child's success. Conferences help the school learn about the needs of the child and they help the parent understand the progress, methods, and materials used in instruction. The school calendar has two conference days built in each year, one in December and one in March; however, parents can arrange a conference concerning their child at any time by calling the teacher and/or school counselor. The middle school format for these conferences is for parents to meet with their child's homeroom teacher in December. In March, parents have the opportunity to meet with any staff member who services their child. Middle School may also be available for a meeting as a team if requested. Please contact respective teachers in order to schedule a meeting.

Special/Support Programs

Counseling Services

The school employs one full-time School Counselor and a full time Adjustment Counselor, whose services are designed to assist all students in understanding, appreciating and realizing their strengths, abilities and aptitudes; developing coping and problem-solving skills; and reinforcing the importance and value of self-worth, positive self-esteem, respect for others and an awareness of choices and responsibilities. Consistent with those objectives, a comprehensive school counseling program has been designed and provides services through, but not limited to, the following means.

Small Groups

Small Groups are available to help foster and develop positive peer relations or provide opportunities for students navigating similar life experiences to come together. As a part of the typical school day, your child may be invited to participate in a small group. Some groups meet once while other groups meet weekly for a set number of weeks.

Individual Counseling

Individual counseling is available at the request of parent/guardian, school staff or a student's self-request. One-time visits can be requested at any time. Regularly scheduled 1:1 counseling is offered when parent/guardian, school staff and students feel it is beneficial to a student's educational experience. Individual counseling is not a replacement for those in need of therapy outside of school. Counselors are available to support families in connecting with mental health agencies or outside of school supports and services.

Classroom Instruction

Classroom instruction covers a variety of topics including but not limited to: College and Career Awareness, Conflict Resolution, Friendship and Problem-Solving Skills.

Consultation

Counselors are available for consultation with families or staff upon request.

Other Services

Counselors support transitions of students during their time at Chesterfield School; into school, between grades and for grade eight students headed to Keene High School. They are involved in crisis intervention and serve as active members on in-house teams including our Child Study Team and Local Evaluation and Placement Team (see Special Education).

Please contact our counselors if you would like to learn more about our counseling services, have any questions or would like to consult about your child(ren).

Crisis Help

We all have encountered life challenges. Students today are faced with many concerns. We have seen a growing concern about mental health issues . We are listing some resources here for you to access if needed.

Crisis Numbers

- Immediate Danger: Call 911.
- Crisis Text Line: Text TALK to 741741
- Substance Abuse Call 211
- Suicidal Thoughts: Call 988

If you or someone you know is experiencing suicidal thoughts, text, call or chat with a professional NOW.

Local Resources

- Town pages: [Keene](#), [Chesterfield](#), [Harrisville](#), [Marlborough](#), [Marlow](#), [Nelson](#), [Westmoreland](#), [Winchester](#).
- Domestic Abuse
Monadnock Center for Violence Prevention
603-352-3782
<https://mcvprevention.org/>
- Mental Health
Monadnock Family Services
<https://www.mfs.org/>
Phone: 603-357-4400
- National Alliance for Eating Disorders
<https://www.allianceforeatingdisorders.com/>
Phone: 866-662-1235

Suicide Prevention

Building Liaison: Becky Kohler and Tracy Benit-Perrin

Monadnock Family Services 64 Main Street, Suite 301, Keene, NH 03431 (603) 357-4400
GENERAL INQUIRIES: (603) 357-4400 EMERGENCY SERVICES: (603) 357-5270 After Hours: (603) 357-4400

- National Suicide Prevention Lifeline
<https://suicidepreventionlifeline.org/>
1-800-273-8255 or 911 for Emergencies
The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24/7
- Crisis Text Line:
Text TALK to 741741
<https://www.crisistextline.org/>
Text with a trained counselor from the Crisis Text Line for free, 24/7
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>

Title I Program

Title I is a federally funded program which provides extra help to qualifying students in set grade levels, who could benefit from additional support. Title 1 means supplemental instruction in reading and math. Currently we are shifting our program to an academic jump start program run in the summer months. Should your child qualify you will be contacted by their homeroom teacher.

Title I is NOT special education. Neither does it replace regular classroom instruction. Title I offers students a "boost", and is not necessarily a long-term program. Children receive support that includes concept/skill reinforcement through additional instruction and activities or games. Title I staff will send home reports at the end of the summer program.

Student Ranking for Title I Eligibility- Chesterfield School District

Students in the Chesterfield School District will be ranked for Title I eligibility according to six criteria: test results, teacher recommendation, ability to function in a small group setting, potential for placement in special education, previous participation in Title I, and migrant or homeless status. Points are assigned for each criterion as outlined below:

1. First -Third Graders- composite scores at or below the 33% percentile in reading and/or math according to RIT (Rasch Unit) results will be considered for Title I services
All students will be ranked using these results and then awarded points according to the system below.

Lowest third - 15 points
Middle third - 10 points
Top third - 5 points
2. Teacher recommendation - 1,3, or 5 points
3. Ability to function well in a small group - 1,3, or 5 points
4. Potential for placement in special education - 1,3, or 5 points
5. Prior participation in Title I - 1 point
6. Migrant/Homeless status eligible

Criterion #1 Student results can be rank-ordered and then the "thirds" determined through figuring the mean.(Acadience Scores)

Criterion #2 allows for a choice of 1, 3, or 5 points, based on verbal teacher input and/or written teacher input from the teacher referral. 5 points indicates a strong recommendation for Title I services.

Criterion #3 allows for a choice of 1, 3, or 5 points, with 1 representing a student who is least able to function in a small group, and 5 the student who is most able to function in a small group (this setting is the norm for our Title I program).

Criterion #4 allows for a choice of 1, 3, or 5 points also, with 1 representing the greatest likelihood of a special education placement, and 5 the least likelihood of such a placement.

Criterion #5 allows for an additional point for a student who previously participated in Title I, regardless of when that participation occurred or in which school system it occurred.

The migrant or homeless student is eligible for Title I services regardless of results in the other categories.

Network And Internet Access/Use

Computer And Communication Technology

Technology is used to support learning and to enhance instruction. Computer information networks allow the users to interact with networks and other users. Technology at Chesterfield School is to be used in a responsible, efficient, ethical and legal manner. Technology will not be used for illegal, inappropriate or obscene purposes.

By “illegal”, it means “that which violates local, state, and/or federal laws”. This includes copyrights or other contracts violating matters whether they relate to instructional or third-party copyright, license agreements or other contracts. Violations include (but are not limited to):

1. Intentional disruption of network traffic or crashing the network.
2. Intentional degrading or disruption of system performance.
3. Stealing data, equipment, or intellectual property.
4. Gaining unauthorized access to files of others.
5. Invading the privacy of individuals.
6. Possessing any data, which might be considered a violation, in paper, disk, or any other form.
7. Using the Internet for unauthorized purchases.
8. Video recording of others or pictures taken without parental consent.

“Inappropriate use” is those uses, which do not include generally accepted social standards of respect for the human person and body, including the posting of any antisocial statements, photos or other material to any web site, from any machine.

Additionally, students must adhere to the particular rules and guidelines regarding flash drives, sharing of information and computer virus protection for the particular computer lab, classroom, or machine they are using.

The school will not be responsible for unauthorized costs incurred by students, nor will the school vouch for the accuracy of information obtained through the Internet.

Both parent/guardian and students must sign the Chesterfield School “Computer Network/Internet Policy Agreement Form” in order for students to use the network.

A Note about Academic Integrity/ Plagiarism

Chesterfield School expects students to do their own homework, to test without using unauthorized help and to submit original work for all assignments. We also expect students will not cheat, and will act with academic integrity as part of our mission to demonstrate Chesterfield PRIDE each day.

Cheating or acting without academic integrity can be defined as “acting dishonestly and unfairly in order to gain an advantage” (Google). Acting without academic integrity includes but is not limited to the following;

- Turning in work, or part thereof, that is not the students own work
- Using electronic devices to cheat, including but not limited to looking up, photo graphing, recording or texting information.
- Copying another student’s or author’s work or assignment
- Allowing another student to copy your work or assignment
- Putting your name on another student’s paper/project/work
- Using an unauthorized “cheat sheet”, notes, or pre-written materials on a quiz or test
- Giving another student help on a test/quiz
- Using any material from the internet without proper citation and appropriate credit
- Tampering with the teacher’s grade records or tests (automatic tier 3 referral)
- Stealing and or selling quiz or test materials (automatic tier 3 referral)

Students shall not misrepresent test materials, research information, and class work and/or homework assignments as their own. Students also are to deny all requests to copy classwork, homework and tests.

The classroom teacher is responsible for determining if cheating has occurred.

First Offense

- Teacher contacts parents
- Student to complete reflection form
- Student to complete original assignment
- Other consequence from menu at teacher's discretion

Second Offense

- Parent Meeting with teacher and student
- Student to complete reflection form/research academic honesty policies at college or university of choice
- Student to complete original assignment
- Other consequences from the menu at teacher's discretion.

Third (or additional) Offenses

- Teacher meeting with parent/student/administration
- Entry into PowerSchool
- Student to complete original assignment
- Other consequence from menu at teacher's discretion

Students choosing to demonstrate lack of academic integrity will be sent to the office and further disciplinary actions will occur. These actions will be noted in PowerSchool records.

State Testing

In schools across the country, teachers are implementing new academic standards that provide consistent guidelines in English and Math at each grade level (grades 3-8) and help prepare students to graduate high school ready for college and the workplace. These new benchmarks challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world. To help parents, teachers, and school leaders know whether students are on the path to success, states joined together to develop improved tests of student achievement. The SAS assessment testing is in English and math for grades 3-8 and high school. These tests are administered online, these new assessments will adapt to each student's ability. In addition, students in grades 5 and 8 also are tested in Science. Results are mailed home annually and a copy of the individual report is placed in the student's school file. It is important that all students participate as those who do not are counted as a "zero" for scoring purposes for the school's overall state report card.

School Health Services

A student's health status is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process. The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting, addressing the physical, mental, emotional, and social health needs of students and supporting their achievement in the learning process.

Students injured at school must report to the health office where the school nurse or their appointee will assess and provide first aid as needed. The Health Office will contact a parent/guardian if an illness or injury requires medical attention and advise the family to take the student to his/her physician or the hospital emergency room.

Official notification from a physician is required for students to be excused from physical education due to a health condition.

Health Records

The school nurse is responsible for maintaining health records for each student. Information concerning the following must be given to the nurse:

1. Physical examination record prior to enrollment in school, before entry into middle school, and annually prior to participation on a school athletic team (JLCA)
2. Record of illness, injury, hospitalization, allergy and / or special needs
3. Results of vision or hearing tests that are done outside the school setting
4. Immunization record satisfying current NH statute (required at entry by RSA 200:38)
5. Transfer students must provide a copy of the cumulative health record from their previous school

Immunizations

All school-aged children must have immunization records on file in the health office. All students who have less than the minimum requirement must have either a medical or religious exemption, or a physician-approved schedule for reaching those requirements.

Students who have not been fully immunized will not follow the law. Failure to comply with this provision may result in exclusion from school for the child. A child may be "conditionally" enrolled when the parent/guardian provides documentation of at least one dose for each required vaccine AND the appointment date for the next dose of required vaccine. The appointment date shall serve as the suspension date. If the parent/guardian fails to keep the scheduled appointment, suspension shall continue until acceptable immunization status is attained.

The following outlines the New Hampshire School Immunization Requirements 2022-23.

Vaccination(s)	Requirements
Diphtheria, Tetanus, and Pertussis DTaP DT/DTP Tdap/Td	6 years and under: 4 or 5 doses with the last dose given on or after the 4th birthday 7 years and older: 3, 4, or 5 doses with the last dose given on or after the 4th birthday Grades 7-12: 1 dose of Tdap is required for entry into 7th grade
Polio	Grades K-8: 3 or 4 doses with the last dose given on or after the 4th birthday and the last 2 doses separated by 6 months or more Grades 9-12: 3 doses, with the last dose given on or after the 4th birthday OR 4 doses regardless of age at administration
Hepatitis B	Grades K-12: 3 doses at acceptable intervals
Measles, Mumps and Rubella MMR	Grades K-12: 2 doses; the first dose must be administered on or after the 1st birthday
Varicella (Chicken Pox)	Grades K-12: 2 doses with the first dose administered on or after the 1st birthday History of natural immunity without lab confirmation of immunity is NOT acceptable.

Medications

All medications are to be administered or assisted under the supervision of the school nurse, designated UAP (Unlicensed Assistive Personnel), or principal as prescribed. Over the counter medications will be administered as recommended by the manufacturer unless the student's physician, APRN, PA, or dentist has provided different instructions. (JLCD)

Parent/guardian authorization is required for all medication administered to a student during the school day. In addition to parent/guardian authorization, for any prescription medication from a licensed physician, APRN, PA or dentist, there must be written documentation from the prescriber which specifies the student, medication, dose, route, time, frequency, and purpose. The school day includes any day, afternoon, or evening hours when the student is attending a school or other school sponsored activity. Medications must be renewed each school year with the appropriate documentation.

A parent/guardian or designated responsible adult shall deliver all medications to the school nurse. The medication must be in the original pharmacy container. The label shall include the student's name, dose of medication, route, and time of administration, and any specific instructions regarding administration. Over the counter medications are to be in their original manufacturer's container.

Students may carry and self-administer epinephrine auto injectors and asthma inhalers with authorization in writing of both the parent/guardian and the prescriber (RSA 200:42-200:47). Any student who has to use an epinephrine auto injector shall obtain help from the nearest supervising adult. A call to 911 will activate emergency services for further care

of the student. The nurse may delegate authority to students with diabetes to self-carry and self-administer glucose tabs and insulin with parent/guardian and prescriber authorization. Glucagon for injection will be provided for the health office in order to ensure a rapid response for a diabetic emergency. Student 504 plans are to state any accommodations needed to ensure the safety of the student and that medical needs are met. Students shall not possess any medication, with the exceptions of epinephrine, inhalers, or diabetes medications. Students shall not share any medication.

Health Screening

Height, weight, vision, hearing, and spinal (scoliosis) screenings may be done for certain grades by the Nurse, according to the recommendations of the National Association of School Nurses (NASN), to determine if a child needs to be referred to a specialist for a thorough evaluation. If a parent/guardian prefers that their child NOT be screened at school, please notify the Nurse in writing, if a parent has any concerns about the growth and development of a child, the Nurse will gladly screen your child sooner, upon your request.

Dental Services

There is a school based preventive dental program for children in grades K-8. The Cheshire Health Foundation and the United Way, along with community groups and concerned citizens, fund this program, called "Cheshire Smiles". Our School Nurse will be facilitating this initiative with the Cheshire Smiles Coordinator.

Exclusion Criteria

Students shall not be excluded from school because of illness unless the student exhibits signs or symptoms of illness preventing him or her from participating comfortably in school activities or the illness results in greater care needed than the staff can provide without compromising the health and safety of the other students. A student may be excluded from school when he/she exhibits symptoms of a contagious or communicable illness. The following outlines some of the criteria for which a student may be excluded from school.

Health Office / Exclusion Criteria

Exclusion Criteria	Documentation	Reportable To Department Of Health
<p>Conjunctivitis</p> <p>No exclusion necessary.</p> <p>Per the AAP, "Pinkeye is similar to the common cold, for which exclusion is not recommended. The best method for preventing it is good hand hygiene."</p>	N/A	Not reportable.
<p>Diarrhea</p> <ul style="list-style-type: none"> Defined as 3 or more loose or watery stools not associated with changes in diet that occur in a 24-hour period. Exclude students in grades K-5 with diarrhea until symptoms are resolved for 24 hours or more, or medical evaluation indicates that inclusion is acceptable. Exclusion for students in grades 6-8 is not mandatory unless: <ol style="list-style-type: none"> Diarrhea is caused by E.coli, Salmonella, or Shigella, or Students are determined to be contributing to the spread of illness in the school setting. Exclude any students with uncontrolled diarrhea or stools that contain blood or mucus until symptoms are resolved or medical evaluation indicates that inclusion is acceptable. Exclusion is not required if a student is known to have these symptoms for a non-infectious condition (i.e. Crohn's Disease, IBS). Exclusion is not required if diarrheal symptoms persist after completion of effective antimicrobial therapy. 	N/A ... unless one of the bulleted criteria applies, in which case a medical note from a consulting healthcare provider is required.	Reportable within 72 hours only if diagnosed a Reportable Disease as outlined by NH DHHS (i.e. E. coli, Salmonella, Shigella, Giardia, Campylobacter)
<p>Fever</p> <ul style="list-style-type: none"> Fever in school is defined as a temperature greater than 100.4° F. <p>Excludes fever, accompanied by behavior changes or other signs and symptoms of illness (such as sore throat, rash, vomiting, nausea, diarrhea, irritability, earache, confusion).</p>	<p>If the excluding fever was less than 100.4° F, and the student has no signs or symptoms of illness, (s) he may return to school the next day.</p> <p>If the excluding fever was 100.4° F or greater, and the student has signs or symptoms of illness, (s) he should remain home for an additional day.</p>	Not reportable.
<p>Pediculosis (Head Lice)</p> <p>Infestation of head lice is defined as:</p> <ul style="list-style-type: none"> The presence of live, crawling lice visualized on the direct inspection of the scalp, and/or 	Parent note documenting treatment with an appropriate lice removal product identified in literature as having pediculicidal activity, plus	Not reportable.

<ul style="list-style-type: none"> The presence of nits (eggs) that appear to be ¼ inch from the scalp. <p>Students identified with head lice may be allowed to remain at school until the end of the school day, with limitations placed upon activities that cause head-to-head contact. Exclusion for head lice shall begin at the end of the school day and remain until after the first treatment with an appropriate lice removal product. The school does not have a “No-Nit Policy”.</p>	evidence of no live-crawling lice on student’s scalp.	
<p>Pertussis (whooping cough)</p> <p>Exclude until completion of 5 days of appropriate antimicrobial therapy.</p>	Medical note documenting diagnosis, plus completion of 5 days of antimicrobial therapy (unless ≥21 days post cough onset at diagnosis.)	Report within 24 hours of diagnosis or suspicion of diagnosis.
<p>Tinea (ringworm)</p> <ul style="list-style-type: none"> Ringworm of the scalp (tinea capitis): Exclude students in grades K-5 at the end of the school day until oral antifungal treatment is initiated. Ringworm of the body (tinea corporis): If lesions cannot be adequately covered, exclude students in grades K-5 at the end of the school day until oral or topical antifungal treatment is initiated. Exclusion for tinea capitis or tinea corporis is not mandatory for students in grades 6-8 unless a student is determined to be contributing to the spread of illness in the school setting or meets other exclusion criteria outlined above. 	Medical note documenting diagnosis and initiation of oral and/or topical antifungal therapy.	Not reportable.
<p>Scabies</p> <p>Exclude until after appropriate scabicial treatment has been completed (usually overnight).</p>	Medical note documenting diagnosis and parent/guardian note documenting completion of therapy.	Not reportable.
<p>Streptococcal pharyngitis (strep throat)</p> <p>Exclude until afebrile and at least 24 hours after treatment has been initiated.</p>	Medical note documenting diagnosis and parent/guardian note indicating initiation of treatment and report of afebrile status.	Not reportable.
<p>Varicella (chicken pox):</p> <p>Exclude typical Varicella until all lesions have dried and crusted (usually 6 days after the onset of rash.)</p> <ul style="list-style-type: none"> Children with mild or breakthrough Varicella disease (typically seen in previously immunized children) may not exhibit vesicles or crusting of lesions. These students 	<p>Exclude for 5-7 days, return after lesions dry and scab over.</p> <p>Parent note indicating lesions are fading/resolving.</p>	Report within 24 hours of diagnosis or suspicion of diagnosis.

should be excluded from school until lesions fade away and no new lesions appear.		
<p>Unimmunized School children: Students without documentation of immunity or natural disease must be excluded if exposed to:</p> <ul style="list-style-type: none"> • measles • mumps • rubella • varicella (chicken pox) 	NH DHHS says that during an outbreak of a communicable disease for which immunization is required, children exempted shall not attend the school or childcare agency threatened by the communicable disease.	The NH DHHS will provide guidance on an individual basis regarding when a student who is immunocompromised and/or unimmunized may return to school following an exposure to one of these conditions.
<p>COVID-19*</p> <p>Anybody who tests positive should follow the directions per the NHDOE. Should a student have a fever and other Covid 19 symptoms they should screen to prevent the student from missing school unnecessarily.</p> <p>If you do not have symptoms but have been exposed to COVID-19 wait at least 5 full days after your exposure before taking a test, unless you develop symptoms before.</p>	<p>Symptomatic students or staff can be allowed to return to school when one of the following two conditions is met:</p> <ol style="list-style-type: none"> 1. The person receives a FDA approved COVID-19 test that is negative, AND the person's symptoms are improving and they are fever-free for at least 24 hours off any fever-reducing medications. 2. You may return on day 6, wearing a mask from day 6-10. 	Report within 24 hours of diagnosis or suspicion of diagnosis.

Co-Curricular Activities

Chesterfield School offers a number of co-curricular activities. These programs do change as our student interests' change. Currently we offer soccer, basketball, softball, baseball, dance through NHDl, student council, robotics club, yearbook club, cross country, track and field, math club, rocket club, chess club and many more.

Students must attend school for a majority (80% of a school day) of classes on the day of a scheduled activity in order to participate. Any school-sponsored activity that takes place beyond the daily normal school hours is defined as co-curricular. These include such things as intramurals and interscholastic sports, and selected class/school activities such as plays, student government, and dances. Students must be present for the majority of classes on the day of a scheduled activity in order to participate. Student athletes must adhere to the student eligibility requirements. Students must also maintain acceptable levels of behavior and academic performance per academic restriction procedures.

The following administrative procedures are outlined in the established policy:

Students will be encouraged to actively participate in co-curricular programs.

- The emphasis of any co-curricular program shall be to teach participants skills specific to the program, as well as other general skills such as, but not limited to, teamwork, shared responsibility, fairness, and respect for others.
- Coaches and/or advisors of such programs will make every effort to involve all participants equally in every game, contest, play, or other such events.
- Participation requirements will be established by the building principal or Athletic Director and published in the student/parent handbook, along with this policy.
- Expectations for conduct for participants should be established on a consistent basis for all co-curricular programs. Coaches/advisors are to be involved in determining these expectations as well as reviewing them on an annual basis.
- The Principal and/or Athletic Director will make a selection of coaches/advisors. Performance will be reviewed after each program concludes for the year.

Interscholastic Sports (Grades 5,6,7 & 8)

Chesterfield School sponsors teams for boys and girls. We have a co-ed cross country running program and track and field (track and cross country do include Grade 5); we also offer soccer, basketball, baseball, and softball. Our school is a member of the SWNH-SEVT Athletic League, occasionally there are non-league games scheduled. Families should be aware of travel to away games/meets and take note that often events may run over in time. Coaches will do their best to communicate with families when there is a time change.

School Dances & Activity Nights

During the school year classes and school organizations sponsor a series of dances for students in grades 6 - 8. Guests from other area schools, also in grades 6 - 8, or relatives may attend by invitation only. Students in High School are not permitted to attend. All guests must be sponsored by a Chesterfield student, forms must be submitted to the Principal no later than Wednesday prior to the dance. The sponsoring group is responsible for contacting a DJ, chaperones (2 per class) and cleanup, and a faculty advisor must be in attendance. Dance hours are from 6:30 PM to 8:00 PM. Students should not arrive before the start of the dance and parents should ensure that students are picked up promptly at the conclusion of the dance, unless they are involved in the cleanup.

Students are not allowed to leave the dance once they enter unless accompanied by a parent/guardian. Misconduct at the event will result in notification of parents, referral to the principal, and possible suspension from future functions. Refreshments will be sold; however, food and drinks are not allowed in the gym.

School District Policies

Written copies of all Chesterfield School Board Policies are available for review at the school office and at the SAU Office at 193 Maple Ave in Keene. Copies of policies will also be made available to Chesterfield residents upon request to the principal or found at (Chesterfield District, Chesterfield District Policies)

and you can view [Chesterfield School District Policies on our website.](#)

Child Find

In accordance with Public Law 108-446, the Individuals with Disabilities Education Act (IDEA), the school districts of Chesterfield, Harrisville, Keene, Marlborough, Marlow, Nelson, and Westmoreland are required to seek and identify children with disabilities, ages birth through 21, including children placed in private schools, charter schools, and home school settings. If you know of a child who may need special education services, please contact the Director of Student Services, 193 Maple Avenue, Keene, New Hampshire (Telephone: 357-9001).

Robert H. Malay Superintendent of Schools

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