



Maple Street School

194 Maple Street, Contoocook NH 03229

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Hopkinton School District

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Table of Contents

Maple Street School	1
194 Maple Street, Contoocook NH 03229	1
(603) 746-4195	1
Dr. Carrie Sindoni, Principal	1
csindoni@sau66.org	1
Hopkinton School District	1
Table of Contents	2
Principal's Welcome	6
SAU 66 Information	7
Hopkinton School District School Board	7
Notice of Non-Discrimination	7
Hopkinton Educational Philosophy	8
SAU66 Administration	8
Hopkinton School District Calendar	9
Maple Street School Faculty and Staff	10
Academic Information	11
Portrait of a Learner	11
Title I Parent's Right-To-Know	11
Policy KB - Title I Family and Community Engagement	12
Curriculum Overview	14
Literacy	14
Math	14
Science	14
Social Studies	14
Registration and Placement of Students	15
Classroom Placement	15
Homework	15
Make-Up Work	16
Assessments and Report Cards	16
Parent/Guardians Conferences	17
Intervention Services	17
Unified Arts	17
Art	17
Music	17

Wellness	17
Computer Science	18
Student Resources	18
The Library Media Center	18
Computer Lab	19
Student Services	19
Special Education	19
Special Education Rights Notice	19
Individuals With Disabilities Education Act	20
Special Education Referral	20
Child Find Procedures	20
Wraparound Team	21
School Counselor	21
School Attendance	22
Attendance Protocol	22
Tardiness	23
Student Absences	23
Student Release During School Hours	23
Student Release to Other than a Parent or Guardian	23
Change in Regularly Scheduled Transportation	23
School Schedules	24
Building Hours	24
Arrival and Dismissal	24
Recess	24
Student Accounts and Fees	26
Student Meal Accounts	26
School Services and Resources	26
The Library Media Center	26
Lunch Program	26
Charging Policy - Hopkinton School District EFAA	27
Parent Portal Access	28
Parent Square	28
Parent Teachers Association	29
Health and Wellness	29
Allergies and the Classroom Environment	29
Health Procedure, Records, and Screening	29
Immunizations	30
Confidentiality	30

Reporting Child Abuse or Neglect	31
Prescription and Non-prescription Medications	31
If a Student is Sick at School	32
When to Keep Your Child Home from School	33
School Safety, Student Conduct and Discipline	33
Appearance and Dress	33
Emergency Drills & Planning	34
Emergency Contact Information	36
Student Behavior Expectations	36
Zero Tolerance	40
Toys, Electronics, Phones, Smartwatches	40
Video/Audio Surveillance on School Property – Non-Classroom Space	41
Volunteers in the Hopkinton School District	41
Procedures for Volunteers/Chaperones	42
Technology	42
Hopkinton School District Responsible Use of Technology	42
Maple Street School Cell Phone and Smart Device Procedures	43
Bell to Bell Personal Device Restrictions	43
Hopkinton School District Policies	44
Family Educational Rights and Privacy Act (FERPA)	44
HIPAA	45
McKinney-Vento Homeless Assistance Act	47
Residency Requirements	48
Section 504	48
Student Records Notice	49
Title IX	49
Bullying and Harassment - Hopkinton School District Policy JICK	49
Hopkinton School District Anti-Discrimination Plan	50
Parental Bill of Rights	50
Equal Employment & Prohibition Against Discrimination in Employment	54
Summary of Parent/Guardian Rights:	54
Annual Notification Regarding Parents Rights of Access to Student Records:	55
Procedure to Inspect and Review Records	55
Procedure to Amend Records	56
Maintenance of Student Records	57
Prohibition of Discrimination, Harassment, and Violence:	58
General Statement of Policy	58
Discrimination / Harassment Defined (See Policy JICK)	58

<u>Sexual Discrimination / Harassment Defined (See Policy ACAC)</u>	59
<u>Racial Discrimination / Harassment Defined</u>	60
<u>Reporting:</u>	60
<u>Reporting Procedures</u>	60
<u>Alternative Complaint Procedures and Legal Remedies</u>	61
<u>Investigation Procedures:</u>	62
<u>Informal Resolution</u>	62
<u>Disciplinary Actions</u>	62
<u>Retaliation</u>	63
<u>Prevention</u>	63
<u>False Claims of Non-Discrimination/Non-Harassment:</u>	63
<u>Employee Assistance Program:</u>	64
<u>Related Hopkinton School District Policies:</u>	64
<u>Definitions:</u>	64

Principal's Welcome

August 2025

Dear Families,

Welcome to Maple Street School! This handbook provides information about the policies, procedures, expectations, and services offered to students and families within the Maple Street School community.

At Maple Street School, we strive to nurture the individual academic, social, and emotional growth of all students. We aim to support students in developing the skills necessary to become the best versions of themselves as productive, responsible contributors to society and lifelong learners.

Communication is vitally important for our working relationship:

- Every Friday, an updated MSS SKIMM will be delivered to your email inbox once you have signed up for ParentSquare. The SKIMM serves as the primary mode of information, presented in a newsletter format.
- Each school employee has an email address that follows the formula: first initial, last name (no spaces) @sau66.org. EXAMPLE: Mike Hawks's email address would be mhawk@sau66.org
- Consider attending the monthly meeting of the Hopkinton PTA., which meets the first Thursday of the month at Harold Martin School. Their website can be accessed here: <https://www.hopkintonpta.org/>.
- Please feel encouraged to reach out at any time with questions, concerns or just to check-in.
-

We welcome family and community members to take an active role in the elementary schools. Working together as a team, we will be able to provide a strong foundation for our children. Together, we can make it a great year!

Sincerely,

Dr. Carrie Sindoni
Maple Street School Principal

SAU 66 Information

Hopkinton School District School Board

Ms. Dulcie Madden Lipoma, Chair	dlipoma@sau66.org	2024
Ms. Andrea Folsom, Vice Chair	afolsom@sau66.org	2026
Mr. Rob Nadeau	rnadeau@sau66.org	2026
Mr. Jonathan Cohen	jcohen@sau66.org	2027
Ms. Suzanne Carmichael	scarmichael@sau66.org	2028

Notice of Non-Discrimination

The Hopkinton School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement refers to, but is not limited to, the provisions of the following laws: Titles IV, VI, and VII of the Civil Rights Act of 1964; The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990 (ADA); and NH RSA 354-A "Law Against Discrimination."

Any person having inquiries concerning compliance with the regulations or these laws should contact the Director of Student Services, Mandie Hibbard, mhibbard@sau66.org.

Additional state resources include Danielle Pelletier, Section 504 Coordinator, NH Department of Education 603-271-3737 danielle.pelletier@doe.nh.gov and Erica Brody, Interim Title IX Coordinator, NH Department of Education ebrody@bhpklaw.com, 617-880-7124.

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to Boston Office/Office for Civil Rights, US Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111.

Additional, inquiries may also be directed to the NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301-8501, (603) 271-2767; Equal Employment Opportunity Commission (EEOC), 1 Congress Street, Room 100, 10th Floor, Boston, MA 02114, (617) 565-3200 and the US Department of Education/Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 800-421-3481, OCR@ed.gov Any person having a complaint or seeking a copy of the district's grievance procedure should contact SAU #66 at (603) 746-5186.

Hopkinton Educational Philosophy

The District believes that an exceptional academic program must be the essential foundation for our schools and that all students should have an equal access to the best instructional program designed to continuously challenge each student. We believe our schools will thrive by focusing on intellectual growth in an environment of true respect and excitement about learning. Through this focus, in partnership with family and community, students will be guided in growth of character, social responsibility, and emotional stability. Our goal is to produce outstanding students who have developed the knowledge and skills needed to achieve their personal goals and to be responsible members of society.

SAU66 Administration

Mrs. Amy Doyle, Superintendent of Schools
 Ms. Laura Taylor, Business Administrator
 Ms. Mandie Hibbard, Director of Student Services
 Mr. James Rozycki, Director of Facilities
 Ms. Tracy Barker, Director of Food Services
 Mr. Matthew Stone, Director of Technology
 Mr. Michael Cote, Technology Support Specialist
 Mrs. Sandi Babson, Accounting Clerk
 Mrs. Connie Sampson, Human Resources Coordinator
 Ms. Jennette Sanchez, Administrative Assistant to the Director of Student Services
 Ms. Jodi Condon, Executive Assistant to the Superintendent and Business Administrator

Hopkinton School District Calendar

Hopkinton School District | 2025-2026 CALENDAR

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21: New Staff Orientation
 25: Opening Day for All Staff
 26: PD Day for All Staff
 27: First Day of School for Students
 29: No School: Labor Day
 2 Student Days (P-12)

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

23-27: No School: February Break
 15 Student Days (P-12)

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: No School: Labor Day
 21 Student Days (P-12)

MARCH '26						
S	M	T	W	Th	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10: No School: PD Day for All Staff
 21 Student Days (P-12)

OCTOBER '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10: No School: PD Day
 13: No School: Columbus Day/Indigenous Peoples Day
 21 Student Days (P-12)

APRIL '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6: No School: PD Day
 27-30: No School: April Break
 17 Student Days (P-12)

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7: No School for 7-8: P/T Conferences
 10: No School for All Student: P/T Conferences
 11: No School: Veterans Day
 26-28: No School: Thanksgiving Break
 15 Student Days (P-6; 9-12)
 14 Student Days (7-8)

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1: No School: April Break
 25: No School: Memorial Day
 19 Student Days (P-12)

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-31: No School: Holiday Break
 15 Student Days (P-12)

JUNE '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17: Last Day of School
 13 Student Days (P-12)

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2: No School: Holiday Break
 19: No School: MLK Day
 28: No School for P-6 and 9-12
 19 Student Days (7-8)
 18 Student Days (P-6; 9-12)

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6-9: ESY Program
 13-16: ESY Program
 20-23: ESY Program

Maple Street School Faculty and Staff

Principal • Dr. Carrie Sindoni Office Manager • Tracy Martin Grade 4 • Bridget Christie • Tina Blinn • Kate Griffin Grade 5 • Dillon Kasel • Selene Gordon • Kris Jacques • Tara Shortt Grade 6 • Michelle Bickford • Melanie Mefford • Amy Rothe • Ted Wells Instructional Support Staff • Marianne Bleszinski • Natisha Merna • Jodi Nepveu • Kaari Ward-Bayly • Mark Dickson • Hannah Wood • Bob Woolner • Melanie Thornley • Kristen Grogan Special Education • Denise Damour, Secretary • Katie Haynes • Charlene Vary • Deidre Smith • Nicole Stevenson • Danielle Merrill Art	Music/Band/Chorus • Ben Levergood Wellness • Jordan Whitaker Reading • Carol Ann Neff • Jill Smart Math • Michelle Clarner Nurse • Nicole Masters School Counselor • Briana Wright Library Media Center/ICT • Karen Locke • Kim Sink Speech • TBD School Psychologist • Laura Conley O.T. • Christin Doneski Custodians • David Duffy • Deb Boutwell Food Services • Erin Jackson • Debbie Bean
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- Kim Emerson

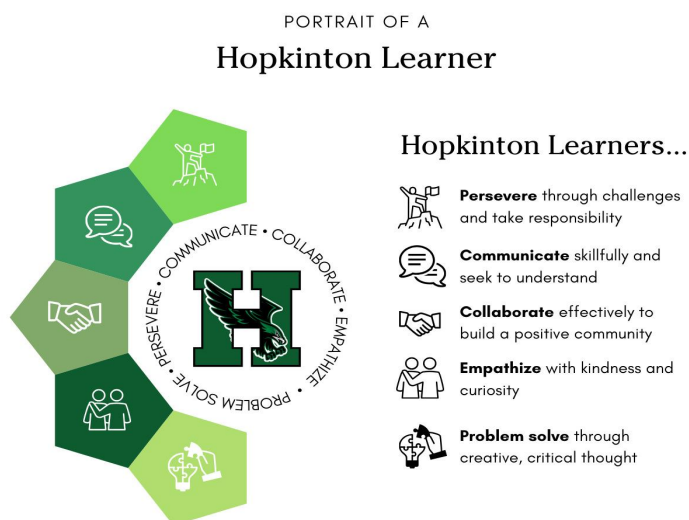
Academic Information

Portrait of a Learner

Hopkinton's Portrait of a Learner outlines the essential skills we want all students to develop across their K–12 experience. These are life-ready skills that serve students well in school, the workplace, and beyond.

Developed by a district-wide team of educators and administrators—with input from hundreds of students, families, and community members—this Portrait reflects the values and aspirations of our entire school community.

This shared vision allows us to align our work with a clear purpose: helping every student become a capable, adaptable, and responsible learner prepared for whatever comes next.



Title I Parent's Right-To-Know

In order to comply with Federal Title I guidelines, schools which receive Title I funds must notify parents/families of each student attending that: Parents may request and

should receive (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction
- Whether the teacher is teaching under emergency or other professional status that the State has waived • The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree and
- Whether the child is provided services by paraprofessionals and if so their qualifications Additionally, a school that receives Title I funds must provide each parent:
- Information on the level of achievement the child has made on all state assessments and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Policy KB - Title I Family and Community Engagement

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school, and community, and other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with and distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

1. Honor and recognize families' funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and
4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meetings will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Legal References:

10 U.S.C. §6318 - Parent and family engagement

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

Curriculum Overview**Literacy**

Literacy instruction at MSS is delivered through the Amplify program, which is grounded in the Science of Reading. This evidence-based curriculum supports students in developing strong foundational skills in reading and language. By integrating phonics, vocabulary, comprehension, and writing, Amplify offers a rigorous and cohesive approach to literacy instruction.

Math

Our elementary schools utilize a math program called *Illustrative Mathematics*. IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.

Science

Students in grades K-6 receive science instruction in three core areas: physical, earth/space and life science. Each grade has a specific core series of units for which it is responsible. Resources to support the courses include Mystery Science, Next Generation Science, and a variety of lab based resources.

Social Studies

Social Studies is taught at all elementary grades. Topics gradually reflect an appreciation of self with the local community, region, state, country, and global society. Students in grades 4-6th grade intensify their study of state, country, and world history and the major themes and events which have shaped our society and world at large.

Registration and Placement of Students

■ New Students

Families must provide proof of residency to ensure registration to the schools. Documentation of the proof of residency could be a current rent receipt or utility bill. All new students must have up-to-date physical and immunizations. We now offer online registration. Directions for registration can be accessed [here](#).

■ Returning Students

All students who are current residents of the Hopkinton School District are welcome to attend the Hopkinton Elementary Schools. Non-resident students attending Hopkinton School District may petition for tuition admittance at the discretion of the Board and Superintendent. The District reserves the right to seek restitution for non-resident students attending Hopkinton Schools without approval of the Board.

Classroom Placement

It is the goal of the Hopkinton School District to provide the best educational setting for all students. To accomplish this task, Hopkinton School District administrators and staff will consider a variety of factors, including but not limited to, the student's academic performance; the appropriate balance and composition of each class in each grade; the placement of students with special learning needs within classes; and knowledge of student-to-student interactions.

Homework

The Hopkinton School District recognizes the need for homework as an integral part of the learning process. Homework supports and complements classroom instruction. Homework provides students with an opportunity to review and prepare for each class primarily in the quiet of their own home. Homework reflects the objectives of each course curriculum. With this in mind, the following guidelines are provided for families, teachers, and students to ensure that homework continues to provide the desired effect.

- The term “homework” refers to an assignment to be prepared during a period of study in class or outside of the class, which requires individual work in the study hall or home.
- The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined

school and classroom objectives and shall be used to reinforce and enhance school experiences.

- The emphasis shall be placed on the value of the assignment to the child. Homework will not be assigned for the purpose of providing busy work for children. When homework is assigned, there will be timely and meaningful follow-up and feedback by the teacher.
- Specific written expectations for homework will be communicated to students and families as part of grade level expectations for elementary students. However, homework policies may vary between grade level or subject matter. Families and students are encouraged to consult with their building administration if they have questions regarding homework expectations.

Make-Up Work

Families and students must arrange with the teacher for make-up time and/or work missed within three days following an absence. Students usually have one attendance day for each day absent to make up missed work.

Assessments and Report Cards

Maple Street School is first and foremost a learning community. Academic progress is closely monitored and intervention and enrichment offered to support student learning. Students participate in a variety of assessments to mark individual student growth and performance over the course of the year, as well as in subsequent school years. Third through eighth-grade students participate in mandated state testing, the NHSAS, to evaluate proficiency in reading, writing, and math. Students at Maple Street School periodically take the AimsWeb assessment to enhance the teachers' knowledge of student reading and mathematics growth. Literacy progress is also monitored through other informal monitoring tools.

All students receive trimester report cards documenting progress in reading, mathematics, writing, science, social studies, art, music, computer science/keyboarding, wellness, as well as behavior that supports learning. Schedule of Report Card and Progress Report Dates:

- First report card: November 25th
- Second report card: March 20th
- Third report card: Final day of school

Parent/Guardians Conferences

Families may request a conference with a teacher or administrator at any time to discuss student progress. Teachers and administrators may also request a conference with a parent if the need arises. Parent/teacher conferences will be held on **November 10, 2025**.

Parent/Guardian concerns may be addressed at any time during the school year. When a parent/guardian has a concern, they are asked to first address their concern with the teacher directly. If the concern is not resolved with the teacher, please speak with the building principal; the Superintendent of Schools would be the next step in the “chain of command” followed by the School Board.

Intervention Services

Maple Street School is fortunate to have on staff Math and Reading Interventionists that support students' daily learning. Through universal approaches, targeted support, and individualized services- our team helps close the achievement gap in reading and math helping students reach grade level expectations.

Unified Arts

Art

The art curriculum consists of a developmentally appropriate foundation in basic art concepts. Students are given many opportunities for creative expression. A variety of art skills and techniques are explored and a broad variety of art materials are used. Art concepts and experiences are presented in a thematic context that integrates with the classroom curriculum.

Music

The music curriculum consists of a foundation of basic music, vocal skills, moving to music, music theory and reading, music appreciation, vocal and instrumental performance.

Wellness

Wellness consists of physical education and health curricular components.

The physical education program focuses on age appropriate fitness. The components of cardiovascular endurance, muscular strength, flexibility, coordination, and agility are enhanced through a variety of experiences in movement, manipulative devices, rhythms and dance, perceptual motor activities, developmental gymnastics, and simple games. The students are introduced to motor skills that form the foundation for the enjoyment of lifetime leisure sports and activities. All students are expected to participate in physical education class unless a doctor's medical note is provided or upon recommendation of the school nurse.

Health topics will be discussed and integrated into Wellness class. This assists students in developing their knowledge of healthy living. Aspects of the course will cover exercise and nutritional management, mindfulness techniques, mental and social health, CPR, and first aid. Students will also receive instruction in conflict resolution, peer mediation, anger management, and self-regulation. Some sensitive health topics are covered in Wellness. Our Wellness teacher will communicate with families in advance about the topics you wish to prepare, consider, and/or exempt your student from the instruction.

Computer Science

The computer science curriculum is designed to engage students in foundational concepts of computer science while also empowering students to be independent creators as they build apps, animations, and physical computing systems. Students explore how technology can improve lives for their communities and the world.

General topics include:

- Computational thinking
- Problem-solving models
- Programming concepts
- Physical computing
- Digital citizenship
- Ethical design

Student Resources

The Library Media Center

The library has a flexible schedule to allow students to use the library as often as their class time allows. Students travel to the library individually or in small groups by using a library pass with the permission of their classroom teacher. Students from many classes can simultaneously visit the library for independent reading, book browsing, or

independent or group work. When the classroom teacher wants larger groups or the whole class to visit the library, arrangements are scheduled into the library's weekly calendar.

Students are encouraged to visit the library frequently with the permission of their teacher. Library use helps students develop a lifelong love of reading and the skills to become information-literate members of society.

Computer Lab

The computer lab at Maple Street School is a technology resource for students. While classrooms are equipped with 1 to 1 Chromebooks for students, the computer lab offers students more robust desktop computers for additional media or programming projects. Students also use the computer lab during their computer science classes.

Student Services

Special Education

The special education process is most effective when families and school personnel are well informed and working together. The special education process includes several steps: identification, referral and disposition of referral, evaluation, determination of eligibility and identification of the disability category, and development of an individual education plan (IEP) if necessary. A student may be referred to special education by a teacher, parent/guardian, or administrator by submitting a request in writing to the principal, using the special education referral form from the school.

Special Education Rights Notice

The state and federal special education laws [New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20, United States Code, Sections 1400-1415] require that the school district offer a "free appropriate public education" to all educationally disabled children.

1. These statutes define educationally disabled children as "children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not obtained a high school diploma."
2. A "free appropriate education" consists of specially designed instruction and educationally related services in accordance with an

“individualized” education program developed by the district in consultation with the student’s parents.

3. If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine your child’s eligibility. Such referrals should be addressed to the building principal.

Individuals With Disabilities Education Act

“Under the Individuals with Disabilities Education Act (IDEA), school districts must give parents of a child with disabilities a copy of procedural safeguards one time a year. However, a copy of procedural safeguards must also be given to parents upon initial referral or parental request for an evaluation, upon filing a request for a due process hearing, upon a disciplinary action constituting a change in placement, and upon request of a parent. 20 U.S.C. 1415(d)(1)....”

Special Education Referral

The special education process is most effective when families and school personnel are well-informed and able to work together. The special education process includes several steps:

1. Identification [Child Find]
2. Referral and disposition of referral
3. Determination of eligibility and identification of the disability category
4. Development of the Individual Education Program
5. Determination of educational placement
6. Implementation and monitoring

Child Find Procedures

The Hopkinton School District is committed to ensuring that all children with disabilities residing within our district are locally evaluated and identified in accordance with Ed 1103.01 (CFE 300.125) Child Find. The district early childhood preschool program holds annual “Child Find” screenings for children between the ages of three and five for students where there are concerns including, but not limited to, the following:

- Speech
- Motor Skills
- Vision

- Social Emotional Development
- Learning

The Child Find requirements of the district also apply to highly mobile children, homeless children, and children who are suspected of having an educational disability even though they are advancing from grade to grade. Child Find also includes those children in grades K-12 who attend approved, non-public private schools within the geographic boundaries of Hopkinton regardless of where they reside.

Ads and/or public service announcements are placed in local media outlets to seek out anyone who may be eligible to receive early childhood special education services. If a child is identified as a candidate following these initial Child Find screenings, further evaluations and potential services will be offered for the preschool years, and learning strategies will be fully discussed with parents.

If you have a concern, please reach out to the school for more information about screenings and the referral process.

Wraparound Team

When a student is having difficulty in school whether it is academic, social, or personal we are here to support them. A family member or teacher may refer a student to the school wraparound team. This team consists of teachers, staff and administration who work together to look at the whole child and the resources and supports available for support. Upon referral, a student support plan is created that documents the initial concerns as well as the next steps for support. If the concern cannot be addressed through intervention a referral to special education may be necessary.

School Counselor

Maple Street has a full-time school counselor to support students with emotional and social needs. Guidance staff provides individual and group counseling, peer mediation assistance, peer leadership advocacy, and instruction in character education and life skills.

School Attendance

Attendance Protocol

New Hampshire state law for school attendance states (RSA 193:1) “A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session...”

Learning is a social experience. Regular attendance promotes creativity, collaboration, and critical thinking in the classroom. Students learn from building on the ideas of their others, accessing age-appropriate resources, and experiencing thoughtfully crafted lessons. While make-up work at times can be provided when a student is out, it cannot replace the rich learning experience that was missed. For this reason, we encourage students to be present in school as much as possible.

If your student needs to be absent, it is your responsibility to communicate that to the office and provide the appropriate documentation.

The following absences are considered excused with the proper documentation (legal documents, doctor's note) or parental notification.

- Illness (Up to 3 days then documentation may be required)
- Required court appointment
- Healthcare appointment (documentation required)
- Bereavement
- College visit with prior approval
- Religious Holidays
- School sponsored events
- Family vacations with prior approval

Absences that are due to causes not listed above will be considered unexcused absences and will be defined as truancy.

10 half-days of unexcused absences during a school year, constitutes habitual truancy. A half-day absence is defined as a student missing more than 2 hours of instructional time and less than 3½ hours of instructional time. Any absence of more than 3½ hours of instructional time will be considered a full-day absence.

Students who demonstrate habitual truancy will be put on a Truancy Intervention Plan (TIP) with supportive action steps including a school and family planning meeting.

Tardiness

The student day begins at 8:00 am at Maple Street School. Student arrival is between 7:30 am and 7:50 am. If a student is going to be late, please call the office and let us know.

Student Absences

Families are encouraged to put all student absences in Pick-up Patrol. This program is designed to keep children safe by making sure that absent students are safe and accounted for. The nurse, office manager, or their designee will contact the families of any students absent whom we have not received notification from. You may also call Maple Street School at 603- 746-4195. Give the student's name, classroom teacher and date(s) of absence.

Student Release During School Hours

Students are not permitted to leave during the school day without written authorization from a parent or guardian. When a student is picked up during the school day, the parent or designee must come into the school office to sign out the student. Students may not be excused to walk home alone during the school day.

Student Release to Other than a Parent or Guardian

Students are not released to the custody of anyone other than a parent, a court appointed guardian, or their designee (designation must be in writing). Students of estranged parents shall be released only at the request of the parent who has custody of the student pursuant to court order and who is designated as parent or guardian of the student on school records. Please share relevant court ordered Parenting Plans with the school if we are expected to support their implementation.

Change in Regularly Scheduled Transportation

At the onset of the school year, families are asked to provide information as to their student's primary means of arriving at and leaving school. If a student is requested to go home in a different way than the predetermined method with the school please notate this in Pick Up Patrol.

School Schedules

Building Hours

Maple Street School is open from 7:30 AM to 3:30 PM. The SAU office is also open from 7:30 AM – 3:30 PM.

Arrival and Dismissal

Students should not arrive before 7:30 AM each day. The school day begins promptly at 8:00 AM. Ideally, students will be at school by 7:55 am to give them some time to settle into their classroom and prepare for the school day.

Students driven to school by car should be dropped off in the rear of the school. Students who ride the bus are to enter through the front door and proceed through the building to their classroom or the cafeteria if breakfast is being purchased. Any student entering the school after 8:00 AM is tardy and must report to the office for an admit slip.

School dismissal begins at 2:45 PM. Walkers and bus students exit through the front door of the school. Students being picked up by families exit through the back doors.

Vehicles are not permitted in the bus unloading/loading circle area near the main office during the following times: 7:00 a.m. to 8:15 a.m. and 2:15 p.m. to 3:15 p.m.

Recess

There will be recess outside every day, unless it is raining or if the temperature is below 10 degrees to include wind chill. Students need to have seasonal clothing to enjoy outside recess. Please help your student wear or bring the proper clothes to school. During the winter months, students should wear jackets, boots, mittens, hats, etc.

School Cancellations

When hazardous driving conditions interfere with regular school opening, school cancellations will be broadcast on the stations /website noted below. The district attempts to make decisions on school closing or delays no later than 6:00 AM.

WMUR CHANNEL 9

<http://www.wmur.com/closings/index.html>

Notification will also be sent out via Parent Square.

If the opening of school is delayed, buses will follow the normal routes, usually two hours later than usual, as announced. There is no early supervision at the school (i.e. on a two hour delay, children should not be brought to school before 9:30 AM.) When it is necessary to dismiss school early, families or the designated emergency contact person will always be contacted by telephone for all elementary school children. Although each building will send a confirmation email to its designated email lists upon notice of cancellation, please do not use this as a primary method of determining school cancellation.

Riding the Bus

Bus transportation will be provided for all students who live one mile or more from the school. Families who would like their student to ride the bus to or from school should contact First Student (603) 547-9550 to learn more about their closest stop and pick-up / drop-off location. When finalized, information about bus routes and schedules will be posted late August on our school district website.

School bus safety is important. A student may be denied the school privilege of riding a bus for inappropriate conduct. The individual will be warned and families will be notified in writing by the principal for a first offense. A second offense may result in a suspension, of a period of one day to two weeks, during which the student's family will be responsible for his/her transportation. A third offense may be cause for suspension of the privilege for the duration of the school year.

Students needing to ride a different bus will need a bus pass from the office. Permission from their parent/guardian to ride a different bus, to get off at a different stop, or to go home with someone other than their family must be entered in PickUp Patrol. Without an entry in PickUp Patrol children will be put on their regularly assigned bus or follow their normal routine.

It is vital that families, students, bus drivers, and staff work together to maintain the safety of our buses. Please review the bus rules with your child. Safety is our first priority.

School Bus Safety Rules

1. Remain seated while bus is moving
2. Cooperate with the driver at all times
3. The following are NOT permitted on the bus:
 - profane language or gestures
 - eating or drinking (except on athletic charters)
 - smoking or vaping

- damage to bus or equipment
- fighting, pushing or shoving
- pets
- weapons
- flammable materials

The driver or school official may assign students to a seat. Please remember, riding on the bus is a privilege. Cooperation is appreciated.

Student Accounts and Fees

Student Meal Accounts

Every student in our school district has been set up with a food service account. Accounts are pulled up from our computerized system using the student's name or pin number. Your child's photo as well as any dietary and/or allergy concerns will be noted on the POS for the cashier. All account information is private and every effort is made to secure your child's privacy and account information.

School Services and Resources

The Library Media Center

The library has a flexible schedule to allow students to use the library as often as their class time allows. Students travel to the library individually or in small groups by using a library pass. Each class has student passes, which allow students from many classes to simultaneously visit the library. When the classroom teacher wants larger groups or the whole class to visit the library, arrangements are scheduled into the library's weekly calendar. Students are encouraged to visit the library frequently to either check out a book or, in the event the student has not yet returned borrowed materials, be a book browser. Library use helps students develop a lifelong love of reading and the skills to become independent seekers of information.

Lunch Program

Breakfast and hot lunch are served every day that school is in session. It is very important for families to pre order lunches to allow for accurate ordering of food and prevent waste.

Breakfast - \$1.75

Lunch - \$3.50

Milk - .50

Juice - .75

Alacarte Items - .75 to \$2.00

For convenience, families are encouraged to create a "My School Bucks" account and keep funds available in their student's account.

Charging Policy - Hopkinton School District EFAA

MEAL CHARGING POLICY

All students will have access to a healthy school lunch. No student will be subject to different treatment from the standard school lunch meal or school cafeteria procedures. It is the responsibility of students, guardians, or parents of students, to ensure that their child's lunch account is adequately funded or that the child has a daily cash payment if they intend to participate in the District provided lunch program.

The District will provide access to applications for Free and Reduced-Price Meals. Application forms will be sent home with all students at the beginning of each school year, posted on the District's website and available from the main office in each school. Applications are accepted and processed throughout the school year.

The parent or guardian of each student must receive and acknowledge receipt of this policy or the relevant procedure. The Food Service Department will notify students in all schools verbally and parents/guardians through email when their account reaches a balance of \$0 or less so their account can be replenished. The district administration will notify students' parents or guardians if their child's account goes into a negative balance by sending home a notification letter.

If the account is not replenished after written notification, a regular meal will be provided to all students regardless of their account balance at the time of service. The student's account will be charged for the meal. The District may claim the meal as a reimbursable meal through the National School Lunch Program as all students will have access to all five food components and which meet the meal pattern regulations. With a negative account balance, students will not be permitted to make a la carte purchases on account.

As the District lunch program may not incur debt, any debt must be recovered annually. Any student debt at the end of each school year must be transferred from the food service account to the school's general fund and at which time it will become debt

belonging to the school district. At the end of each fiscal year, the District's general fund shall transfer to the Food Service account an amount equal to the total of outstanding student accounts receivable as of June 30th. The District will continue to attempt to collect the debt from the various households and any payment received will be returned to the general fund.

Legal References

RSA 189:11-a

NH Dept. of Education Technical Advisory - Food and Nutrition Programs

Parent Portal Access

Families can access their student's online portal for attendance and report cards through Aspen's Parent Portal. The Aspen Parent Portal can be accessed by navigating our website. You must first create a parent portal single sign on account and link to your student(s) in order to access your student's information. Back to school paperwork will now be updated electronically in the Parent Portal.

Parent Square

The Hopkinton School District uses Parent Square for all school and district communications. Information regarding your student's classroom activities, school notices and alerts as well as district information on school closures are communicated via this system. Families can choose to set their account for instant alerts or a digest of the day's information. Regardless of selection, all emergency communications will come directly to you as it goes out.

The district will use ParentSquare for:

- School cancellations and delays due to inclement weather
- Emergency notification such as evacuations
- Early dismissals due to severe weather/emergencies
- Transportation messages or emergencies
- Other emergency situations as they arise
- Field trip permission forms
-

The district and your child's school may use ParentSquare for non-emergency purposes such as:

- Grade level information, i.e. field trip reminders
- Schedule changes for after school events
- Principal's notes/emails and updates (email only)
- Classroom notes and updates from the teacher

The ability to deliver a message is only as successful as the contact information we have for our families, so please make certain we have the most up-to-date direct dial numbers and email addresses. If this information changes, please let your child's school know immediately.

Parent Teachers Association

The Hopkinton PTA has adopted and pursues the following mission: to support and speak on behalf of children and youth in schools, to assist families in developing the skills they need to raise and protect their children, and to encourage parent and public involvement in schools. The Hopkinton PTA addresses all grades in its district, Kindergarten through 12.

Each year the PTA raises and distributes funds to support programs that enrich the school experience for children in our community. Every year, financial support is distributed to support a variety of programs including enrichment activities and programs, Project Graduation, honors and awards nights, scholarships, Teacher Appreciation Day, and the Artist-in-Residence and Author-in-Residence programs. The PTA also donates money to help defray the cost of field trips in all three schools.

The PTA generally meets on the first Thursday of every month at Harold Martin School. The PTA website is <https://www.hopkintonpta.org/>.

Health and Wellness

Allergies and the Classroom Environment

Many students suffer from various allergies and aspects of the school and classroom environments can cause moderate to severe allergic reactions, inhibiting the child's ability to access instruction. In order to minimize student reactions to environmental allergens, the following procedures are in place:

- Food allergies are carefully monitored and individual classrooms may be free of certain foods. Your child's classroom teacher will inform you of this and it may require increased diligence in foods your child brings to school as well as food preparation for holidays and celebrations in the classroom.
- We discourage the use of heavily scented soaps, lotions, and perfumes as many students have a heightened sensitivity to overpowering scents.

Health Procedure, Records, and Screening

Maple Street School is staffed with a full time registered nurse who provides medication administration, nursing assessment and care, community resource information, and health counseling services to all students and staff in our school community. The school

nurse will contact families when a student has a condition which needs further medical attention. Families are requested to inform school personnel of any change in the health status of their child.

Upon entering the Hopkinton School District, a health record is established by the nurses for each student. The health record contains information regarding the students' individual health needs, immunizations and allergies. Records indicating the need for accommodations for the student are also maintained. Please make sure the school nurse is aware of any conditions/situations, which may prohibit your child from participating in normal school activities. Also included in the health record are the results of routine screenings done by the nursing staff. Any concerns are reported to families for follow-up with the student's health care provider.

The health record is maintained until the student graduates, is projected to graduate or leaves the district. If the student leaves the district, upon request, health records can be forwarded to the new school.

Immunizations

New Hampshire State Law requires each student to be immunized against certain diseases prior to school attendance. Each school nurse communicates with families regarding missing immunizations. It is very important that families follow up on letters and messages from the school. Students must be fully immunized within 30 days of the first day of school. By state law, students who are not fully immunized by the deadline may be excluded from school by the district administrators. Note: Because Hepatitis B is given in a series, students will not be initially excluded if the series has been started. Families are required to complete the series as scheduled. The only exception to this law is for families who have received a medical or religious exemption from the State Department of Health.

Confidentiality

The information contained in each student's health record is considered confidential and is treated as such. However, if your child needs accommodations for conditions such as asthma (inhaler use), diabetes, (frequent trips to the nurse) certain chronic illnesses, or severe allergies it may be necessary for the care of your child if the teachers and selected staff know. In such cases, the school nurse may provide the essential information to appropriate staff "as needed". It is important that families communicate any specific wishes regarding the sharing of this information to the school nurse.

Due to privacy laws, the school nurse may not contact your child's physician without a written release. That includes requesting a copy of immunization records, treatment plans, or medication orders. If you need to share this information with the school, please obtain these records from your healthcare professional and provide it to the school directly.

Reporting Child Abuse or Neglect

By New Hampshire State Law, any school employee who has reasonable cause to witness the results of or suspect that a student has been subject to abuse or neglect, is required to immediately inform the building administrator. The administrator will work with the staff member to make a report to the New Hampshire Department of Children, Youth, and Family Services (DCYF) or to the appropriate law enforcement agency, if necessary. Once the report has been made, these agencies assume the responsibility for the investigation.

Prescription and Non-prescription Medications

No student will have prescription or nonprescription drugs or medication on their person during the school day unless a physician has so ordered, and the school has received written permission from the student's parent/guardian along with a copy of the physician's order. Families of students who require the possession of an inhaler or epinephrine injector at all times should contact the school nurse as soon as possible.

All prescription and nonprescription drugs and medications which a student has parental/guardian permission to use during the school day must be brought to school in an appropriately labeled container and left with the school nurse and may be taken only under the direct supervision of the school nurse.

The consequence for a student who violates this practice by carrying prescription or nonprescription drugs or medication may be subject to the consequences of the drugs and alcohol policy.

Per RSA 200:45 No school or school district, member of a school board, or school district employee shall be liable in a suit for damages as a result of any act or omission related to a child's use of an epinephrine auto-injector or inhaler if the provisions of RSA 200:42 and 200:46 have been met. In order to comply with NH RSA 200, your physician must put in writing the need for your child to possess

Epipens or inhalers while at school. In accordance with RSA 200 your child will not be allowed to keep Epipens or inhalers on their person without this written statement.

Prescription medication will be administered only after the following three items have been provided to the school nurse:

1. A written doctor's order
2. Signed parent or guardian consent
3. Medication in the original container with a label

These must be provided at the beginning of each school year and anytime there is a prescription change.

In order to provide safe and therapeutic care for those students requiring medications during the school day, the following protocols must be followed for prescription medication:

1. The parent or guardian must deliver all medications to the school. Medications are to be hand-delivered to the school nurse, principal, or principal's designee. Students are not to carry any medications to or from school at any time.
2. All medications are to be delivered in the original pharmacist or manufacturer labeled container. Any medication not delivered in these appropriate containers cannot be administered and will be returned to the parent/guardian.
3. All medication brought to school will be held in the nurse's office. Self-administration of medication shall not be allowed in school.
4. No medication shall be administered during school hours if it is possible to achieve the desired effects by administration at home during non-school hours.
5. Unused medication must be picked up by the parent/guardian at the end of the school year or it will be discarded.
6. If at any time it is the professional opinion of the registered nurse that administration of a medication will be harmful to a student, the nurse may refuse to administer said medication and will notify the parent/guardian.

If a Student is Sick at School

If a student doesn't feel well they should ask their teacher for permission to go to the nurse's office. If the nurse is not there, they are to go directly to the main office. If the student is too ill to remain in school, the parent or guardian will be notified. Students must be dismissed and transportation home provided by the parent/guardian if the student has: possible bacterial conjunctivitis, possible strep throat, signs of chickenpox,

a fever greater than or equal to 100.4 F or vomiting. The school nurse will provide basic first aid in case of injury. Families are always contacted if the injury is considered serious. In case of emergency, the school must be able to contact families or their designee. Therefore, please keep the school informed of any phone number or address changes throughout the school year.

When to Keep Your Child Home from School

Some general guidelines are listed below to help you decide whether to keep your child home from school. If your child has any of the following symptoms, we feel it is best to keep him or her at home. Your child will benefit from the extra rest, and it might help prevent the illness from spreading to other children. Here are some symptoms to watch for:

- A fever of more than 100.4°, especially if the fever is in addition to a sore throat, rash, vomiting, diarrhea, earache, irritability or confusion
- Children should be fever-free without medication for twenty-four hours before returning
- Vomiting two or more times within a twenty-four hour period
- A sore throat with fever and swollen glands
- Severe coughing that keeps your child awake at night, worsens with increased activity or causes the child to become red or blue in the face
- Thick nasal secretions
- Redness in the whites of the eyes, yellow eye discharge and matted eyelashes which are all symptoms of conjunctivitis

Every child and every situation is different. Always call your child's doctor if you have any questions about your child's condition.

When your child is in school, we expect that he/she will participate in all school activities including physical education. In other words, if a child is well enough to attend school, he/she is well enough to go outdoors to play. Only under special circumstances and with written permission on the advice of a doctor will a child be kept indoors at recess or be excluded from physical education.

School Safety, Student Conduct and Discipline

Appearance and Dress

Maple Street School is committed to:

1. A respectful learning environment

2. A safe learning environment where dress does not interfere with the successful and safe completion of learning activities
3. An equitable and inclusive environment in which the dress code does not negatively affect any group based on race, sex, gender identity, sexual orientation, ethnicity, religion, socio-economic, and/or body type/size

The responsibility of proper dress and grooming rests primarily with the student and their families. We ask that students and families work to ensure that the goals above are being met with the student's school dress attire.

Student apparel should not be such that it distracts from the learning environment. T-shirts and other items of clothing that contain sayings or pictures must be respectful and appropriate without reference to violence, drugs, or other inappropriate materials. Clothing should be age appropriate to a classroom setting, especially in warm weather and suitable for all scheduled classroom activities including physical education. Hats are not allowed in the classroom unless with special permission or scheduled spirit days.

Emergency Drills & Planning

Emergency drills are conducted to prepare students and staff in the event of a specified emergency. New Hampshire RSA 189:64 outlines the requirements for each public, chartered, and nonpublic school including the development of a site-specific emergency operations plan and number, timing, and type of emergency drills practiced.

There are 7 types of emergency procedures that students may encounter in the event of a drill or real-life situation. These procedures are consistent throughout the district and outlined in our emergency operations plan.

Clear Hallways

"Clear Hallways" is activated when it is necessary for staff to keep the hallways clear and restrict movement of students and staff around the inside of the school. Normally used for medical type events or events that are not considered immediate threats but require limited movement internally such as a disruptive person or stray animal inside the building. Students and teachers will continue normal academic functions within the classroom or secured area unless informed to take another action.

Drop, Cover, and Hold

The "Drop, Cover, and Hold" is activated in order to protect students and staff from falling objects, or items that may become "projectiles." Incidents that may require the activation of this response action include, but are not limited to

explosions, earthquakes, tornadoes, and unannounced severe wind events.

Evacuation

An "Evacuation" is activated when it is necessary for staff and students to exit the school building when the fire alarm activates or an incident in the building poses an unsafe environment. Students are gathered in designated areas and we are taking attendance to ensure that all students and staff members are accounted for. It is important that students not leave the designated area for their own safety.

Lockdown

A "Lockdown" is activated when it is necessary to protect staff and students from a violent intruder or any other situation, such as a wild animal in the school that would entail securing staff and students in their classrooms, common areas, or other rooms that are able to be locked. Once in lockdown, staff will use "Avoid Deny Defend" to instruct students and staff to take action to protect themselves from harm, ideally escaping the building and any threats to get to safety.

Reverse Evacuation

A "Reverse Evacuation" is activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school. At this time, there is not a threat inside the school building.

Secure Campus

A "Secure Campus" is activated when it is necessary to protect staff and students from a threat from outside the school building. At this time our building is locked and secured and students and staff have been instructed to continue normal academic functions unless informed to take another action or Secure Campus is terminated.

Shelter-in-Place

A "Shelter-in-Place" is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material. Shelter-In-Place may be activated when there isn't sufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while waiting for transportation resources to arrive. We are working to limit the flow of air in the building.

At Maple Street School student safety is our priority. We have worked with Homeland Security as well as the district Safety and Security team to ensure that our Emergency Operations Plan is in line with best practices and is set up with an Incident Command Structure that quickly and effectively removes students from the threat of danger and communicates the most up to date information to families. If you have any questions about our safety and security measures or would like more information, please do not hesitate to reach out.

Emergency Contact Information

Each year families are asked to provide the names of two other adults that would be permitted to pick their child up from school. Your child will not be dismissed to anyone else unless you provide the office with notification. Identification is required before students are dismissed from the property.

Student Behavior Expectations

Student behaviors are classified in one of three categories:

Tier I Infractions– These are incidents that are mostly handled by the teacher and rarely warrant a discipline call to the SSC. Any behavior that is low level in its intensity and/or of a non-threatening nature will be considered a Tier I infraction. Tier I are behaviors managed “on the spot” in the classroom, common areas, etc.

Tier II Infractions– Incidents that interfere with others’ safety and/or learning, are of a harmful or threatening nature, or warrant SSC and/or Administrative intervention will be considered a Tier II infraction.

Tier III Infractions- Incidents that severely interfere with others’ safety and/or learning, are of an imminent harmful or threatening nature and/or fall under school/state policy statutes will warrant immediate administrative intervention.

Behavior	Tier I (Classroom)	Tier II (Student Support Center)
Inappropriate Language	Students engage in low intensity instances of inappropriate language and name calling.	Student delivers verbal messages that include swearing, name calling, threats, sexual in nature and directing them at someone.
Inappropriate Physical Contact	Students engage in non-serious but inappropriate physical contact	Students engaging in actions such as intentional serious physical contact where

	such as not keeping hands to themselves, playing roughly on the playground and picking someone up.	injuries may occur: example-hitting, punching, throwing objects, etc..
Defiance/Refusal	Students engage in brief, low intensity failure to respond to adult requests, for example verbal/non-verbal response.	Students engage in continuous refusal to follow directions, talk back, and/or deliver socially rude interactions.
Stealing/Theft	Students take others belongings without permission.	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.
Harassment		Students repeatedly deliver disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes.
Failure to Follow School-Wide Expectations	Disregard to school-wide expectations. Examples: running in the halls, inappropriate voice, taking turns, playground behavior etc..	Repeated failure to follow school-wide expectations.
Disrespect	Student engages in low-intensity verbal or non-verbal display of rudeness or discourtesy. Refusal to obey requests.	Students engaged in continuous verbal or non-verbal display of rudeness or discourtesy. Refusal to obey requests.
Intimidating Behaviors		A single or repeated unwanted instances of verbal/physical/emotional threats, name calling, put-downs and intimidation.
Disruptive Behavior	Students engage in low-intensity, but inappropriate disruption such as intentional noises, rocking chair, tapping pencil, blurting out, yelling, out of seat behavior.	Students engage in repeated, but inappropriate disruption such as intentional noises, rocking chair, tapping pencil, blurting out, yelling, out of seat behavior.
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates the rules.	Student repeatedly delivers a message that is untrue and/or deliberately and repeatedly violates the rules.

Cell Phone Use	Student uses cell phone during school day. (First Offense) Verbal warning and confiscation of the device until the end of the school day. Parent/guardian will be notified.	Student uses cell phone during school day (Second Offense) Confiscation of the device until the end of the school day. A parent/guardian must pick up the phone from the school. Parent/guardian notification required.
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Tier I Infractions are handled at the teacher or classroom level. Communication about these types of behavior will come directly from the classroom teacher if necessary.

Tier III behaviors are considered significant violations of the student behavior standards because they severely interfere with others' safety and/or learning, are of an imminent harmful or threatening nature and/or fall under school/state policy statutes.

Repeated Tier II behaviors may be treated as a Tier III behavior. Some examples of Tier III behaviors include:

Tier III Behavior	Tier III Example
Arson/Bomb Threat/False Fire Alarm	Bomb threat, false fire alarm or false 911 call
Assault (causing serious bodily harm)- Using physical force to cause injury	Physical attack or assault on a staff member or student
Bullying/Harassment/Cyber Bullying	- Intimidation, unwanted aggressive behavior, or harassment that is either an isolated, significant incident, or repetitive acts that substantially causes fear for safety or property, interferes with the educational process, and/or disrupts the orderly operation of school - Bullying/Intimidation/Sexual Harassment/Hazing/Racial Slurs - Hazing- any physical or psychological act directed toward a student, or any coercion or intimidation of a student in order

	to participate in a group, in an activity, or on a team ● Harassment- repetitive acts that substantially causes fear for safety or property, interferes with the educational process, and/or disrupts the orderly operation of school.
Illegal Substances	● Alcohol/Drugs ● Distribution/Possession with intent to deliver a controlled, illegal, synthetic, or look-alike substance ● Possession and/or use of a controlled, illegal, synthetic, or look-alike substance (including alcohol), edibles or drug paraphernalia; misuse of legal substances ● Tobacco ● Smoking on or near school property/possession of tobacco/electronic cigarette/vapes
Safety <i>Creating a safety hazard or condition for students or staff</i>	● Aggressive behavior - physical or verbal intimidation (posturing, stalking, punching/kicking/slammng objects, etc.) ● Found in an unauthorized area ● Habitual physical contact - hands-on, horseplay, pushing/shoving, tripping ○ Inappropriate physical contact ● Incendiary Devices/Fireworks including possession/use of fireworks/ammunition ● Leaving without permission -building, campus without the appropriate consent of a parent/guardian and administration. ● Unauthorized school entry - entering or assisting any other person to enter a district facility without the consent of an administrator or authorized school personnel
Threats/Verbal Assault Suggested verbal, written, or physical threat that create reasonable fear of injury or property damage	● Threat to staff or another student(s) ● Threat to one's property or to school property
Vandalism	● Deliberate destruction or damage to an individual, school or district property.
Weapons In accordance with the Safe School Zone Act, violence and weapons are the most severe violations of the behavior code. Offenses at this level	● Possession of a firearm or knife, taser, explosive, or look-alike weaponization of any item which, in the manner it is used, intended to be used, or threatened to be used may cause injury or death.

usually go beyond the school discipline system and almost always draw upon law enforcement authorities.	
Continued Use of Cell Phone (Third and Subsequent Offenses)	Confiscation of the device. Parent/guardian must retrieve the device, and a meeting with school administration will be scheduled to determine next steps to support compliance. Confiscation of the device and a mandatory meeting with the student, parent/guardian, and administration to discuss alternative solutions, including daily device check-in.

Any improper student behavior that is not specifically mentioned in this chart, but which poses a threat to the health and/or safety of persons or property at Maple Street School will be considered a violation of school rules. In addition, a student's associated activities that create a disruption or the likelihood of a disruption in the educational climate, school activities, or opportunity to learn by others, will be considered a violation of school rules. Such violations will be dealt with by members of the school administration in a manner consistent with and appropriate to the violation. The appropriate consequences could range from parental notification through detention, in-school intervention, out-of-school suspension, all the way to possible long-term suspension by the school board.

Zero Tolerance

It is the position of the Hopkinton School Board that there will be “Zero Tolerance” for behavior which constitutes any form of harassment, possession of weapons and dangerous implements on school property or violation of state, federal and local guidelines on the use of, possession of, or distribution of drugs, alcohol or other controlled substances as outlined in the following policies.

Toys, Electronics, Phones, Smartwatches

Students are not permitted to bring toys to school, as they can be distracting and may get lost or damaged. This includes playing cards (such as Pokémon cards).

The use of cell phones, smart watches, or other electronic communication devices is prohibited during school hours. All cell phones must be turned off and stored in student bags for the entire duration of the school day. This includes lunch and recess. Please speak with Dr. Sindoni regarding exemptions for student devices used for medical monitoring purposes. Smartwatches may be worn as long as they are not used for communication functions during the school day.

Video/Audio Surveillance on School Property – Non-Classroom Space

Video and/or audio devices may be used on School District property to ensure the health, welfare, and safety of all students, staff and visitors. The Superintendent will approve appropriate locations for surveillance devices. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms or locker rooms.

Signs will be posted on school buildings to notify students, staff and visitors that video cameras may be in use. The Superintendent will ensure that families and students are notified through the student handbook. Students will be responsible for any violations of school rules recorded by video and audio surveillance.

For more information please see Hopkinton School District Policy EEAA

Volunteers in the Hopkinton School District

Maple Street School values school and family partnerships. As part of this belief, we know that volunteers are an essential part of our school community. Without the efforts of volunteers many special events and programs would not be possible.

Opportunities for volunteers within the school may include, but are not limited to, tutoring and enrichment work within classrooms, planning for special events, assisting, and chaperoning field trips.

Expectations of Volunteers/Chaperones

- *Confidentiality*: This is essential for volunteers' success. Volunteers may hear, read, or observe information about a student's school or home life during the course of their volunteer duties. It is required that all volunteers keep such information strictly confidential.

- *Rules and Regulations:* Volunteers work under the direction of the teachers and staff members. Volunteers are in the school to assist staff and teachers in their mission to educate and care for our children. We are expected to treat each student and staff member with kindness and respect. Volunteers serve as role models for the students and should remain professional and courteous at all times. Student discipline issues should be referred to the classroom teacher.
- *Commitment:* Volunteers are valued and respected members of the school community. If you are unable to fulfill your volunteer commitment, please inform the school in a timely manner so that appropriate staff members can be notified and substitutes can be arranged as needed.

Procedures for Volunteers/Chaperones

All persons who wish to volunteer and/or chaperone in the Hopkinton School District must be fingerprinted by the NH Department of Safety every three years. Those who have not been fingerprinted in the past 3 years or cannot provide evidence of fingerprinting must complete it. To schedule an appointment with the NH Department of Safety [click here](#).

Once you have set an appointment for fingerprinting, you must complete the [Hopkinton School District Volunteer and Chaperone Registration](#). This form includes questions about interest, skills, and availability. Before beginning an assignment, each volunteer must have on file a signed Volunteer Confidentiality Agreement. It is essential that volunteers read and sign this form. This form is available at the main office in all of the schools. The cost of the fingerprinting will be reimbursed by the district. Once the results are received, a check will be issued.

Technology

Hopkinton School District Responsible Use of Technology

The Hopkinton School District provides technology in order to facilitate effective communication, enhance the educational experience and promote research. All users of the network are responsible for ensuring that their use of school district networks and technology complies with these goals.

Students will:

- Remember that using technology within the school is a privilege, not a right.

- Conduct themselves in a responsible, decent, ethical and polite manner while using technology within the school.
- Recognize that the school has limited resources (storage, bandwidth etc.) that must be shared. As such, students will limit their resource use so as not to deny others the ability to use the systems.
- Recognize that the Internet contains material inappropriate for school. While the School District maintains filtering technology, no filter is 100% effective. Students will inform staff if they encounter inappropriate material.
- Use school technology to work on educational projects and tasks.
- Respect the limitations imposed by the District and not seek to evade filters or restrictions that are in place.
- Follow all school policies regarding harassment and bullying while using technology. Anyone using school technology to bully or harass students or staff may lose their technology privileges.
- Protect their own personal information online, as well as that of other students. Students are responsible for protecting their passwords and only using their own accounts.
- Be a good digital citizen, including respecting copyright and protecting the intellectual property of others.

Maple Street School Cell Phone and Smart Device Procedures

Bell to Bell Personal Device Restrictions

In compliance with RSA 189:1-a, V, the Hopkinton School District will implement a bell-to-bell personal device restriction for all students during the school day.

Key Highlights:

- Personal devices (phones, smartwatches, earbuds, etc.) must be off and stored from the arrival and dismissal bell - this includes lunch, recess and other transitional time periods.
- No personal device use for schoolwork—all instructional use will occur on district-provided devices. (i.e. Chromebooks)
- If a student needs to be contacted, families must call the main office.
- Violations will follow a progressive consequence structure, starting with the phone being held in the office and leading to possible in-school suspension for repeated offenses.
- Medical exceptions will be honored with proper documentation (e.g., IEP, 504, health plans).

Consequences -

1. First Offense: Warning and possible confiscation of the device for the remainder of the school day.
2. Second and Subsequent Offenses: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office.

Hopkinton School District Policies

Family Educational Rights and Privacy Act (FERPA)

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

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

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

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Source: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA

The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities and their business associates to use to assure the confidentiality, integrity, and availability of electronic protected health information.

In most cases, the *HIPAA* Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a *HIPAA* covered entity or (2) is a *HIPAA* covered entity but maintains health information only on students in records that are by

definition "education records" under *FERPA* and, therefore, is not subject to the *HIPAA* Privacy Rule.

- *The school is not a HIPAA covered entity.* The *HIPAA* Privacy Rule only applies to health plans, health care clearinghouses, and those health care providers that transmit health information electronically in connection with certain administrative and financial transactions ("covered transactions"). See 45 *CFR* § 160.102. Covered transactions are those for which the U.S. Department of Health and Human Services has adopted a standard, such as health care claims submitted to a health plan. Thus, even though a school employs school nurses, physicians, psychologists, or other health care providers, the school is not generally a *HIPAA* covered entity because the providers do not engage in any of the covered transactions, such as billing a health plan electronically for their services. It is expected that most elementary and secondary schools fall into this category.
- *The school is a HIPAA covered entity but does not have "protected health information."* Where a school does employ a health care provider that conducts one or more covered transactions electronically, such as electronically transmitting health care claims to a health plan for payment, the school is a *HIPAA* covered entity and must comply with the *HIPAA* Transactions and Code Sets and Identifier Rules with respect to such transactions. However, even in this case, many schools would not be required to comply with the *HIPAA* Privacy Rule because the school maintains health information only in student health records that are "education records" under *FERPA* and, thus, not "protected health information" under *HIPAA*. Because student health information in education records is protected by *FERPA*, the *HIPAA* Privacy Rule excludes such information from its coverage. See the exception at paragraph (2)(i) to the definition of "protected health information" in the *HIPAA* Privacy Rule at 45 *CFR* § 160.103. For example, if a public high school employs a health care provider that bills Medicaid electronically for services provided to a student under the *IDEA*, the school is a *HIPAA* covered entity and would be subject to the *HIPAA* requirements concerning transactions. However, if the school's provider maintains health information only in what are education records under *FERPA*, the school is not required to comply with the *HIPAA* Privacy Rule. Rather, the school would have to comply with *FERPA*'s privacy requirements with respect to its education records, including the requirement to obtain parental consent (34 *CFR* § 99.30) in order to disclose to Medicaid billing information about a service provided to a student.

For more information on *HIPAA*:

http://www.hhs.gov/ocr/privacy/hipaa/faq/ferpa_and_hipaa/

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence" and includes children and youth who have a nighttime residence that is any of the following:

- In "doubled-up" situations, staying in the home of another person, relatives or friends, due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, parks, or campgrounds due to the lack of alternative adequate accommodations
- Living in emergency, temporary or transitional shelters
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings, such as living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar setting
- Youth not residing with legal parent or guardian in one of the above situations

This also includes youth from 18 through 21 years of age who may still be eligible for educational services in regular or special education who find themselves in the above housing situations.

Educational Rights of Students in Temporary or Transitional Housing situations have the right to:

- Stay in their school (school of origin) even if they move out of the school district. Students can remain in their school until the end of the school year even if they find permanent housing
- Immediate school enrollment and full participation in all school activities for eligible students, without proof of residency, immunizations records, or other medical records, school records, or other documents
- Transportation to their school of origin provided or arranged by the school district, or a joint effort between school districts
- Access all school services including free meals, services for English language learners, special education, Title 1 services, vocational/technical education, and before - and after-school care, as needed.
- Have school enrollment disagreements settled quickly, and to attend their selected school while the disagreement is being settled
- Equal opportunity to meet the same high-academic standards as all students

During the school year, students, parents, and guardians are encouraged to contact the McKinney-Vento liaison, Jake Morrill, should the following occur:

- Homelessness
- Changing residential circumstances
- Needing resources

Remember that the school district is available to assist families and lend support, so that each child and youth is in school and achieving. Please speak with your school principal and/or school counselor for support. All matters of this concern will always be confidential and will be dealt with sensitively.

Residency Requirements

School district policy mandates that no person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board. Questions about residency can be answered by the SAU office.

Section 504

Section 504 is a federal law designed to protect the rights of individuals with disabilities. The Section 504 regulations require a school district to provide a "free and appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of services and supports designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Section 504 and the ADA protect qualified individuals with disabilities. An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment. Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Under Section 504 and the ADA, a person is a qualified individual with a disability if he or she meets the essential requirements for receipt of services or benefits, or participation in the programs or activities of a covered entity. The question of whether a particular condition is a disability within the meaning of Section 504 and the ADA is determined on a case-by-case basis.

If you have questions about Section 504 or your students eligibility please contact our 504 Coordinator, Briana Wright at bwright@sau66.org.

Student Records Notice

Hopkinton School District, in compliance with the Family Educational Rights and Privacy Act of 1974, guarantees students, parents and guardians the right to inspect all personally identifiable records maintained in the school. Students, parents and guardians may challenge any educational records that they believe are inaccurate or misleading. The principal will respond to a written request to inspect records in a timely manner, but no later than forty-five days.

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Bullying and Harassment - Hopkinton School District Policy JICK

I. Statement of Purpose and Intent

The Hopkinton School District is committed to providing all pupils a safe school environment.

Conduct constituting bullying will not be tolerated and is prohibited by this policy in accordance with RSA 193-F. This policy applies to all students and school aged persons on school property or participating in school functions regardless of their status under the law.

II. Definitions

- A. Bullying. Bullying is a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 1. Physically harms a pupil or damages the pupil's property;
 2. Causes emotional distress to a pupil;
 3. Interferes with a pupil's educational opportunities;

4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

Bullying also includes 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.

- B. Cyberbullying: bullying (as defined above) undertaken through the use of electronic devices.
- C. Electronic Devices: include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
- D. Perpetrator: a student who engages in bullying.
- E. School Property: all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
- F. Victim: a pupil against whom bullying has been perpetrated.

In accordance with RSA 193-F: 4, the Hopkinton School District reserves the right to impose discipline for bullying that:

- Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property or
- Occurs off of school property or outside of a school sponsored activity or event, if the conduct interferes with a pupils' educational opportunity or substantially disrupts the orderly operation of a school or school sponsored activity or event

[Hopkinton School District Anti-Discrimination Plan](#)

This Plan must be reviewed no less than once every two years. The Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget considerations.

[Parental Bill of Rights](#)

A. New Hampshire Parental Bill of Rights

1. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to,

the right:

1. To direct the upbringing and the moral or religious training.
2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).
8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).
9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.

10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.
11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.
17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.
18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.
19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent to cause a **complete copy of Section A** (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and
3. Each year in every student and employee handbook.

Notification of Title VI, Title IX, Section 504 Policies

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

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

Equal Employment & Prohibition Against Discrimination in Employment

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

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

Summary of Parent/Guardian Rights:

These safeguards are guaranteed to children and their families by Public Law 94-142, The Education for All Handicapped Children Act of 1975, and Section 504 of Public Law 93-122, The Vocational Rehabilitation Act of 1973.

1. Parents and Guardians must receive written notification before the school may conduct individual testing of students. The school has the right to proceed with the individual testing if no answer is received to any of the school's attempts to get permission for evaluation.
2. Parents and Guardians must receive written notification of any initiation or refusal to initiate a change in their student's educational placement.
3. Parents and Guardians have the right to present their views regarding the identification, evaluation, placement or provision of a free appropriate education to their child. This includes the right to request an educational evaluation.
4. Parents and Guardians have the opportunity to present information from an independent educational evaluation of their student.
5. Parents and Guardians have access to all relevant school records of their student.
6. Either Parents and Guardians or the school may initiate an impartial due process hearing to resolve differences that could not be resolved informally. The request is filed with the NH Department of Education. In conducting such a hearing, parents must:
 - a. receive timely and specific notice of the hearing,

- b. have the right to be accompanied and advised by counsel and/or individuals with specific knowledge or training with respect to the problems of handicapped students,
- c. confront, cross-examine, and compel the attendance of witnesses,
- d. present evidence relevant to the decision, and
- e. obtain a written or electronic verbatim record of the hearing, and obtain written findings of facts and decisions.
- f. The hearing will be conducted by an impartial hearing officer selected from a list provided by the Department of Education.
- g. The decision of the hearing is binding on all parties pending appeal.
- h. Either party has the right to appeal the findings and decision of the hearing through the Board of Education.
- i. During the above process the students shall remain in the original program or any other program to which both parties can agree.
- j. Students receiving special education and related services must receive a periodic reevaluation every three years.
- k. These rights transfer to a student when he/she reaches the age of 18 unless a guardian has been appointed by the court. These rights would then be retained by a court appointed guardian.

Annual Notification Regarding Parents Rights of Access to Student Records:

Each year, parents and students are required to be reminded of the student records and access policy JRA of the Hopkinton School District. Parents of students or 18-year old students who wish to review any or all of the school records pertaining to the student should contact the building school personnel, and parents may have copies of the records for the cost of copying.

Procedure to Inspect and Review Records

- Parents/guardians and eligible students wishing to inspect student records must file a written request to do so with the Principal or designee. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.
- Single copies of appropriate records shall be made available in a reasonable length of time. Arrangements to inspect records will be completed within 14 days of the written request.

- The records may be inspected by the parents, guardians, and all students once they reach eighteen in the presence of the records manager or his/her designee.
- The school shall make a written record of the disclosure of all student information, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent, guardian, or eligible student. A record of inspections will also be kept.
- In cases involving a third party request for records requiring consent for disclosure under law, the student over 18, parent or guardian shall sign a consent form furnished by the principal. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of the request.
- Access will be refused or granted depending upon the propriety of the request and validity of the request and consent forms.
- If a request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for a final ruling.
- The building principal shall be the custodian of all student records in their school.

Procedure to Amend Records

- The parent(s), guardian(s) of a student under 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the building principal, the record or records which they believe to be inaccurate, misleading, or otherwise in violation of the privacy rights, together with a statement of the reasons for the requested amendment of the record.
- A response by the building principal shall be made indicating whether he/she finds the record to be inaccurate, misleading or otherwise in violation of the student's privacy rights and if so how the record will be corrected or deleted. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.
- If the parent/guardian or eligible student is not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's

written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

- The hearing will be held in a non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.
- The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision. The School Board's decision will be final.
- If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

Maintenance of Student Records

Each principal shall be responsible for record maintenance and access within his or her building. All student records when not in use shall be kept under lock and key and follow Policy JRA.

Any request to examine a student's record by a parent or legal guardian of a minor student or by a student (of legal age) shall be honored. Requests by agents, when accompanied by written authorization from the parent, legal guardian or student of legal age, shall also be honored. The file shall contain a composite of all requests for information and all completed forms involving requests, authorizations, or permission to view and receive educational records. (Each person viewing the file shall sign and date the form provided for that purpose).

Three (3) years after graduation or three years after the termination of the provision of educational services to the student, all but the Permanent Record Card may be destroyed. The Permanent Record Card shall contain only name, address and phone number, the pupil's record of grades, years enrolled, courses attended and grades completed. The Permanent Record Card shall be retained in perpetuity.

The contents of a pupil's Special Educational Services Record shall be destroyed within seven (7) years after the information is no longer needed to provide educational services to the child. With the exception of the last IEP and Evaluation record. The last IEP and Evaluation record will be kept to the sixtieth (60th) birthday of the individual student. Prior to destruction of such a record or data from the cumulative record which pertains to the pupils' disability, reasonable effort shall be made to notify the student of their right to a copy of such data.

Prohibition of Discrimination, Harassment, and Violence:

General Statement of Policy

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status. The School District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or discrimination and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Procedure for filing a written complaint are outlined within this document.

Discrimination / Harassment Defined (See Policy JICK)

Bullying and harassment generally includes, but is not limited to, physical contact or violence or verbal statements relating to an individual's race, color, religion, gender identity, sexual orientation, national origin, age, disability, or status in any group protected by federal, state, or local law when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

Sexual Discrimination / Harassment Defined (See Policy ACAC)

“Sexual harassment” prohibited under Title IX and by this policy is conduct on the basis of sex (including, without limitation, gender, sexual orientation, and/or gender identity) or activity without legitimate nondiscriminatory reason, occurring in a school system education program or activity that satisfies one or more of the following:

1. A school district employee conditioning an aid, benefit, or service of educational program or activity on an individual's participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the educational programs or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority); **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks or jokes;
2. Verbal harassment or abuse;
3. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
4. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
5. Harassing or sexually suggestive or sexually offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors or activities;
7. Touching of a sexual nature or groping; and
8. Teasing or name-calling related to sexual characteristics that an individual is not conforming to expected gender roles or conduct.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

Racial Discrimination / Harassment Defined

Racial harassment in public schools violates Title VI of the Civil Rights Act of 1964; sexual harassment violates Title IX of the Education Amendments of 1972. Racial discrimination/harassment is present if a person is treated differently on the basis of race, color, or national origin in the context of an educational program or activity without legitimate nondiscriminatory reason so as to interfere with or limit the ability of the person to participate in or benefit from the services, activities, or privileges provided by the recipient.

Racial discrimination/harassment may include but is not limited to:

1. Harassing conduct that is physical, verbal, graphic or written;
2. Injury to persons or property or;
3. Conduct threatening injury to person or property.

Reporting:

Reporting Procedures

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

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, termination.

Investigations and resolution of any complaints shall be according to the policies listed below and

related administrative procedures or regulations. Complaints or reports regarding matters not

covered in one or the other of those policies should be made to the District Human Rights Officer. Nothing in this Policy should be read to prevent an aggrieved person from reporting misconduct to law enforcement, or any other appropriate authority.

1. Reports or complaints of Title VI or VII violations, inclusive of discriminatory practices and employment practices restricting equal opportunity for employment or relating to race, color, or national origin by employees or third party contractors, should be made to the Human Rights Officer.
2. Reports or complaints of Title IX violations, inclusive of sexual harassment or sexual violence by employees or third party contractors, should be made under Board policy ACAC;
3. Reports or complaints of Title IX violations, inclusive of sexual harassment or sexual violence by students, should be made under Board policy ACAC;
4. Reports or complaints of discrimination on the basis of disability should be made under Board policy IHBA; except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED;
5. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK;
6. School District Employees are reminded that any incident involving alleged or suspected sexual abuse of a student shall be immediately reported in accordance with Board policy JLF.

Alternative Complaint Procedures and Legal Remedies

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number:

(617) 289- 0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

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

Investigation Procedures:

Upon receipt of a formal complaint alleging discrimination and/or harassment, either verbal or written, shall immediately undertake or authorize an investigation. The investigation may be conducted by the Building Principal, District's Human Rights Officer, Title IX Coordinator, 504 Coordinator or by a third party designated by the Superintendent or designee.

There shall be the right for either party to request the Superintendent to reconsider decisions. The complaining party may, at any time, pursue the matter through other state agencies or through the United States Department of Education, Office for Civil Rights.

Informal Resolution

Because of the personal and often embarrassing disclosures concomitant to making or responding to accusations of discrimination / harassment, the district strongly encourages complainants to attempt to resolve their complaint informally (in lieu of or before commencing formal proceedings).

Informal resolutions may be attempted by taking the opportunity to utilize facilitated mediation with a neutral party (e.g. HR Department Representative) This step is not mandatory and would require the consent of both complainant and respondent.

Disciplinary Actions

Upon receipt of an investigation report which indicates that the complaint is valid, the Superintendent shall determine the appropriate disciplinary action if the individual(s) against whom the complaint is filed is an employee. Disciplinary action shall be appropriate to the severity of the discrimination or harassment and may include

warning, referral of an employee to the Employee Assistance Program, suspension, or termination.

If a substantiated complaint is filed against a student, the building principal or designee shall determine the appropriate disciplinary action. Parents shall be notified consistent with policies dealing with discipline and due process procedures. Disciplinary action shall be appropriate to the severity of the discrimination or harassment and may include warning, suspension, or recommendation to the superintendent for potential expulsion.

The results of the investigation and the disciplinary action taken will be reported in writing to the complainant by the principal or designee within ten working days following the receipt of the investigation report, which validated the complaint.

In all instances involving certified staff members, a substantiated complaint will result in the Superintendent immediately notifying the Department of Education's Office of Credentialing.

Retaliation

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

Prevention

It is important that all students and employees understand what constitutes discrimination and harassment and their right to report unwelcome behavior. Administration should educate those within their building regarding this policy annually, and should be watchful for behavior which fits the description of discrimination or harassment. Employees who witness such behavior as a third party have a responsibility to report it.

False Claims of Non-Discrimination/Non-Harassment:

The school district recognizes that not every advance or communication based on race, color, religion, gender identity, sexual orientation, national origin, disability, age or status in any group protected by federal or state law constitutes discrimination or harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory or harassing employment or classroom learning effect requires a determination based on all the facts and surrounding totality of circumstances. False

accusations of discrimination and/or harassment can have a serious detrimental effect on innocent parties and may result in disciplinary action.

Employee Assistance Program:

For persons employed by the school system who are involved in a harassment accusation or incident of discrimination/harassment, the Hopkinton School District provides support from the

Employee Assistance Program (EAP). The intent of this program, in this case, would be to help the employee deal with the psychological effects of being involved in the process. The District's Human Rights Office may assist employees in contacting the EAP for assistance.

Related Hopkinton School District Policies:

Title IX Sexual Harassment Policy and Grievance Process - Policy ACAC

Nondiscrimination on the Basis of Handicap or Disability - Policy ACE

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

Student Records and Access - Policy JRA

Pupil Safety, Violence Prevention, and Anti-Bullying - Policy JICK

Facilities or Services Grievance Procedure - Policy KED

Definitions:

Discrimination: Unlawful discrimination in employment occurs when an employer takes an adverse, harmful, harassing and/or retaliatory employment action against an employee (or potential employee) based on that employee's race/ethnicity/color, creed, sex, pregnancy, age, religion, national origin, marital status, the presence or perception of a disability, veteran's status, military status, genetic information, sexual orientation, gender, or gender identity.

Harassment: Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), the Americans with Disabilities Act of 1990 (ADA), and NH SB 263. Harassment is offensive conduct that may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

Harassment can occur in a variety of circumstances, including, but not limited to, the following. Nothing herein shall be construed to change the obligation of the school to take action when student safety is concerned:

- Asking unwelcome personal questions or other unwelcome treatment based on a person's age, creed, disability, gender expression, gender identity, genetic information, national origin, marital status, military status, pregnancy, race/ethnicity/color, religion, sex, sexual orientation, or veteran's status.
- Disclosing an individual's sexuality, gender identity, or gender expression against their wishes.
- The deliberate misuse in a derogatory manner of an individual's preferred name, form of address, or gender-related pronouns (except on legally mandated documentation, if the individual has not officially obtained a name change).
- Posting offensive images or sending offensive electronic or other communications.
- Unwelcome physical conduct.

Harassment becomes unlawful when 1.) enduring the offensive conduct becomes a condition of continued employment, or 2.) the conduct is severe or pervasive enough to create a hostile, intimidating, or abusive work environment.

Bullying may be a type of harassment seen in the workplace.

Bullying: A behavior that intends to frighten, hurt, or threaten others and cause harm, humiliation, or intimidation. Bullying behavior is often repetitive. It may involve verbal harassment, verbal or non-verbal threats, physical assault, stalking, or other methods of coercion such as manipulation, blackmail, or extortion. An imbalance of power, either real or perceived, between the aggressor and the victim is often involved.

Hostile Work Environment: A hostile work environment is one that is intimidating, hostile, or offensive. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name-calling, assumptions based on stereotypes, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and inappropriate interference with work performance. Harassment can occur in a variety of circumstances, including, but not limited to, the following:

- The harasser can be the victim's supervisor, a supervisor in another area, a subordinate, an agent of the employer, a co-worker, or a non-employee (such as a fellow, volunteer or intern).
- The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.

- Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Protected Classes: Race/ethnicity/color, creed, sex, pregnancy, age, religion, national origin, marital status, the presence or perception of a disability, veteran's status, military status, genetic information, sexual orientation, or gender identity.

Sexual Harassment: Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.