William Allen School Family and Student Handbook 2022-2023



"Be Kind, Be Responsible, and Be Respectful."

23 GRANITE STREET
ROCHESTER, NEW HAMPSHIRE 03867

William Allen Website
PHONE: 603-332-2280
TWITTER: @WAllenSchool
Facebook:

ADMINISTRATION
Dustin Gray- Principal

Rochester School Department: https://www.rochesterschools.com/

Follow the Rochester School Department on Twitter: @RochNHSchool

https://rochesterschools.com/SAU/district/buses/busroutes.html

The 2022-2023 School Calendar is attached to this handbook and is also available online: Rochester School District All early release days in the district will have a 12:15 pm dismissal for elementary students and 11:30 am dismissal time for middle and high school students.

PARENTS MUST SIGN AND RETURN THE LAST TWO PAGES OF THIS HANDBOOK

Welcome,

We look forward to having your child and your family at William Allen School! Our school is based on the MTSS (Multi-Tiered Systems of Support), and we follow the "Wildcat Way"! At William Allen, we teach, model, and practice those skills every day.

The Rochester School District focuses on Competency-Based Education, Personalized Learning, and the Whole Child for student success. We look forward to helping your child learn and grow socially, emotionally, and academically. Perseverance and work-study habits are important skills we want to build with you and your child as a team. Families are an important stakeholder in the success of each child at William Allen. Thank you in advance for your support.

Mr. Gray, Principal
Ms. Mowatt, Assistant Principal

William Allen School at a glance…

- School begins at 8:30 (No student arrivals before 8:15 am).
- School ends at 3:00.
- Attendance is imperative to learning. Be here every day, on time, and ready to learn.
- Students are expected to follow our code of conduct: Safe, Responsible, and Respectful.
- Medical concerns should be discussed with Nurse Jen Russo.
- All medications should be brought in with an adult with paperwork.
- Breakfast is free for all students. Lunch is $2.70, snack milk is $.55. Free and reduced forms are sent home on the first day of school and are available all year. Fill them out no matter what. Thanks!
- Dress for the weather and be prepared for outside recess daily.
- Any item that might be interpreted as a danger or threat to our school is not allowed. This includes, but is not limited to, knives (plastic, play, and real), guns (plastic, play, and real), smoking devices, lighters, matches, and caps.
- Toys, trading cards, and items from home are discouraged. Although fun to play with outside of school, they have high monetary and social value and can cause disruptions. WAS is not responsible for any loss or damage of personal items brought to the school.
- Phones are discouraged and must remain off and in backpacks during the school day.
- Food brought in for class celebrations must be cleared with the classroom teacher and Nurse Jen Russo before the event.
- Animals or pets are not allowed on school grounds.

ARRIVAL AND DISMISSAL PROCEDURES

Student Arrival for Grades K-5

Arrival begins at 8:15 AM for all students. Staff members are on duty to ensure that all students enter the building safely. **Students should not be on school grounds prior to 8:15 AM** as we do not have staff supervision. Vehicles dropping off students should drive up to the main entrance. There will be many traffic changes with local construction projects so bear with us as we adapt to make sure student safety remains our top priority.

All students need to enter the building through the main entrance. There is no morning recess as we have made the midday recess longer for all students.

Upon entry, students may have breakfast in the cafeteria or go directly to class. *Breakfast is served 8:15 AM -8:45 AM each morning and is free to all students at William Allen.*

Student Dismissal for Grades K-5

At the beginning of the year, you will need to inform your classroom teacher of the primary method of how your child arrives and departs from school daily. This will be logged into our student database for safety and accountability in the event of an emergency.

The office will send home your student census page that you must confirm and make edits. This is where you can change cell numbers, addresses, and emergency contacts.

Changes in pick-up plans should be reflected in written notes to the teacher or in a change on your gold contact form in the office.

Students attending the Rochester Child Care After School Program will be picked up by RCC staff in classrooms.

Car riders are dismissed at 3:00 PM through the front entrance to the supervised waiting area to get into their vehicle. Vehicles are required to wait in the car lineup. ***We ask everyone to not form a line in front of the school prior to 2:50 PM as this poses a safety problem. NO idling per district policy.***

Walkers and bikers are dismissed at 3:00 PM through the Kindergarten doors. Students are encouraged to cross the street with extreme caution. Bikers must walk their bike until they are off school grounds.

Bus students are dismissed over the intercom as buses arrive. Buses arrive and pick up on Davyanne Locke Lane.

The monthly school newsletter and calendar will be posted on our school website.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

William Allen School adopted MTSS in 2016. MTSS does the following for our school community:

- It teaches positive behavioral expectations to all students.
- It recognizes and reinforces those expectations when they occur.
- Consistently enforces meaningful (natural) consequences when problem behavior is enacted.

The MTSS Universal Team, composed of a representative group of staff, meets on a monthly basis to plan school-wide rollouts and incentives for students who demonstrate that they meet the expectations on the behavioral matrix.

Expectations: Here are the new Rochester School District and William Allen School Expectations that will be modeled and taught inside and outside of the classroom.

William Allen School Expectations	
BE SAFE	
I will make safe and appropriate choices.	I will demonstrate behavior that is considerate of the community, the school, and myself.
BE RESPONSIBLE	
I will be on time to fulfill my daily commitments.	I will be actively engaged in my learning by asking questions, collaborating, and seeking solutions.
BE RESPECTFUL	
I will be truthful and accountable for my choices.	I will show respect and encourage the right to teach and the right to learn at all times.

WAS BEHAVIOR MATRIX

WILLIAM ALLEN SCHOOL	Be Safe	Be Respectful	Be Responsible
Arrival/Dismissal	Walk directly to your destination. Follow your expected arrival and dismissal plan.	Enter and leave quietly and appropriately. Respond to greetings politely. Listen to and follow adult directions.	Be on time and ready to learn. Eat breakfast before recess. Keep your belongings and your body to yourself.
Assemblies	Maintain personal space. Keep aisles clear. Hands and feet to yourself.	Respectful feedback only Use appropriate applause to show appreciation. Enter, sit on your bottom, and remain quiet.	Show active engagement toward the speaker. Follow adult directions.
Bathrooms	Keep the area clean, throw paper towels in the trash and keep water in the sink. Use bathroom equipment appropriately. Keep your hands and feet to yourself. Wash your hands.	Maintain personal space. Use indoor voices. Keep the bathroom clean and dry. Flush toilets.	Use the appropriate amount of soap, water, and paper towel. Keep doors unlocked when not in use. Return to class promptly when finished. Tell an adult if there is a problem.
Cafeteria	Keep hands and feet to yourself. Stay in control of your body at all times.	Be polite to everyone. Use indoor voices. Stay seated and	Be prepared for lunch and recess. Clean up after yourself.

	Walk. Ask permission to leave. Use utensils appropriately.	raise your hand for help. Use table manners.	
Hallways & Stairs	Follow QSR: Quiet, Straight, and to the Right. Keep personal space. Hold onto the railing and take one step at a time on the stairs.	Move quietly. Keep body, hands, and objects off the walls.	Go directly to your destination. Listen to and follow adult directions. Keep hallways clean.
Learning Areas	Keep your body and objects to yourself. Maintain personal space. Use seating options appropriately. Walk and move safely. Use materials appropriately.	Listen while others are speaking and be open to differing opinions. Use indoor voices. Be kind, cooperative and helpful. Follow learning area expectations.	Be prepared and attentive. Participate appropriately and engage in activities. Follow classroom procedures. Listen to and follow adult directions. Keep a neat, organized work area.
Playground	Follow equipment expectations. Be aware of your surroundings.	Follow game rules and demonstrate good sportsmanship. Be kind to everyone and share equipment.	Listen to and follow adult directions. When whistle or bell sounds, stop, look and listen. Return equipment to designated space. Ask permission to leave the playground.

ABSENCE/ TARDY/ DISMISSAL

Student Absences and Excuses
Regular and punctual patterns of attendance will be required of each student enrolled in the district. It is recognized that absences from school may be necessary under certain conditions. However, every effort should be made by students, parents, teachers, and administrators to keep absences and tardiness to a minimum.

Student attendance is the responsibility of the parents/guardians and the student. In order for the parents to fulfill their responsibility, the school must keep them informed of student absences.

The Board recognizes three kinds of absence: excused absence, unexcused absence, and truancy.

Excused Absences
Illness or injury requiring a doctor's visit or consultation. (Official documentation from a doctor is needed upon return to school.)

Legal matters, death of relative or friend, religious holidays, and college visitations must be verified by official documentation.

School-sponsored field trips/athletic events must be verified by the staff member in charge of the event.

Family vacations at the elementary school, middle school, and high school must be submitted to the Principal one month in advance of the trip, and students must be in good academic standing. The Principal may recommend that the student not miss school. A student may not have more than five days excused for a family vacation.

All suspension days will be considered as excused absences at Spaulding High School, Rochester Middle School, and Rochester Elementary Schools.

Unexcused Absences
Students are not excused from any academic requirements for grading, regardless of the reason for the absence, except for reasonable modifications as required in an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973. Failure to complete work for days when internet instruction has been directed will result in an unexcused absence.

A student who skips or leaves a class without permission after reporting to school is truant. Truancy is any intentional, unjustified, unauthorized, or unexcused absence from compulsory education and usually does not refer to those absences related to medical conditions. Any student who is absent from school without the knowledge and permission of his/her parents and/or school authorities is truant. Absences, even with the approval of the parents/guardians, which are excessive, five days, and/or interfere with the student's educational program will be interpreted as truancy and follow-up legal procedures will be instituted. See RSA 193:1, 7, and 16.

Absence and Truancy Notification Procedures

If a student accumulates at least 5 unexcused absences, the student's guidance counselor will be notified and initiate communication with the parent/guardian.

If a student accumulates 10 unexcused absences, the guidance counselor is notified and a letter advising of absences is mailed to the parent/guardian; which includes district attendance policy and RSA 193:1-7. A guidance counselor or school administrator will develop an attendance intervention plan and communicate the plan with the parent/guardian and student.

If a student accumulates 15 unexcused absences, the guidance counselor and school administrator are notified. The parent/guardian and student must meet with the administrator and review the attendance intervention plan and amend it as necessary.

If a student accumulates 20 unexcused absences, the guidance counselor, administrator, and truancy officer are notified. The Truancy officer conducts a home visit and delivers a 20-day letter which includes the district attendance policy, RSA 193:1-7, and the attendance intervention plan.

If a student accumulates 25 unexcused absences, the guidance counselor, administrator, and Truancy officer are notified. The 25-day letter is mailed to the parent/guardian. A meeting with the Assistant Superintendent will be scheduled, and a meeting notice will be hand-delivered by the truancy officer. Failure to attend this meeting will result in a referral to the Rochester Police Department for prosecution under N.H. RSA 193:1-7. The School District will inform parents/guardians if a referral to the Rochester Police Department for prosecution under N.H. RSA 193:1-7 is made.

Student Dismissal

The only grounds for dismissal are medical, funeral, approved work co-op or senior privilege at Spaulding High School, legal, and/or extenuating family circumstances. Parents/guardians are strongly urged to schedule medical/therapeutic appointments outside of the school day.

If a student is dismissed for more than one hour of class time at the Middle School and Elementary School level, he/she is considered absent for one-half of a day.

If the school nurse at the high school and middle school, and the school nurse or building principal at the elementary school dismisses a student for illness, it is considered an excused absence.
If in the opinion of the school nurse or building principal, the cause of the student's dismissal and subsequent absence justifies multiple days of absence, no additional note from a physician, parent or other professional will be required.

Rochester School District - Request for Vacation Travel

Good attendance at school is paramount in a child's successful educational program and vacation should be planned around the school year as much as possible. Oftentimes vacation travel can be quite educational and may enhance the educational program provided the student has not missed too many days of school and is educationally able to keep up with the regular work and makeup work. In situations that are essentially unavoidable, schools are permitted to grant excused absences in order to travel. The Rochester School Department **allows up to 5 excused vacation days per year**. Please consider the following stipulations in order for the travel to be considered excused:

1. We ask parents to consider seriously the effect extended absences may have upon a student's school progress.

2. Parents and students assume full responsibility for any tests or assignments missed during the period of absence. Assignments are due on the day of return to school in order to assure teachers that the student is abreast of the classroom activities.

3. Teachers are not obligated to permit make-up work if proper arrangements have not been made **prior** to departure.

4. Vacation travel requests should be submitted to the office at least **three weeks in advance** of the vacation.

5. **ANY** absences during state mandated testing days are strongly discouraged.

Student (name): _____

Absence from school beginning on ____/____/____, through and including ____/____/____,

in order to_____

As the parent or legal guardian of the above named student, I have seriously considered the impact this absence will have on my child.

_____ _____ _____

PARENT Signature Date OFFICE Signature

Date Office: Your signature in the space above means that the parent/guardian has informed you of the student's intended absence. Sign and date upon receipt of this form.

APPROVED - __NOT APPROVED - __Signature of Principal - _____

Principal Comments:

_____

TEACHER COMMENTS ON BACK OF THIS FORM

Teacher Comments
_____

_____

_____Teacher Signature

Teacher Comments
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_____Teacher Signature

Teacher Comments
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Teacher Comments
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Teacher Comments
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_____Teacher Signature

Teacher Comments
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_____Teacher Signature

TRANSPORTATION SERVICES

Elementary students are assigned to schools based on an East/West dividing line. This line follows Route 108 through Main Street to Route 11 North. The four schools on the West Side of town include Gonic, McClelland, Maple, and William Allen Schools. The East Side schools are East Rochester, Nancy Loud, School Street, and Chamberlain Street Schools. Students will be assigned based on home residence, classroom sizes, and bus routes.

Bus to and from School

Bus routes shall be established by the Superintendent, subject to review by the School Board. Routes will be over the most direct roads practical for bus travel to serve those entitled to transportation service. Routes will be designed to employ, as nearly as practical, the full carrying capacity of each school bus. New routes will be established only when the full capacity of the bus on the existing routes has been reached or is imminent.

As far as educational requirements permit, school schedules shall be adjusted to allow maximum utilization of each bus in the system by alternating elementary and high school trips with the same fleet of buses.

Bus stops shall be established under the direction of the Superintendent in cooperation with the operator of the bus system. A bus stop so established will be designated as authorized when the School Board has approved its designation as such. The operator may not permit the school bus drivers to load or unload pupils at other than authorized and assigned school bus stops.

Authorized bus stops shall be located at convenient intervals in places where pupils may be loaded and unloaded, cross highways, and await arrivals of buses with the utmost safety permitted by highway conditions. The number of bus stops on each trip shall be limited, consistent with the policy stated as to service, so as to enable buses to maintain a reasonable average speed.

Students in grades K-3 who live beyond 1 mile and students in grades 4 and 5 who live 1 and ½ mile from their assigned school may ride a school bus. Students living within a busing area may be required to walk up to 1 mile to get to the nearest school bus stop. Students may not walk from a walk zone into a school bus zone in order to ride a school bus.

Walking to/from School Guidelines

Students in grades K, 1, 2, and 3 may be required to walk up to 1 mile to get to their assigned school.

Students in grades 4 and 5 may be required to walk up to 1 and 1/2 miles to get to their assigned school.

Excerpts from Policy EEA, Student Transportation Services (08/08/2019)
IMPORTANT: Any questions or comments regarding bussing, please call Assistant Superintendent, Christine Hebert at 332-3678 or Student Transportation of America at 509-2904.

Bus Regulations

1. No student shall be put off the school bus while traveling to and from school. Parents shall be notified and the daily trip completed before the student can be removed from the transportation services.

2. Students may ride only on the bus to which they have been assigned. (Exceptions will be made only with a note from a Principal.)

3. Only authorized riders will be permitted on the buses.

4. Video cameras are used on school buses, in accordance with School Board Policy EEACB-A, Use of Surveillance Cameras.

5. Students must be at their bus stop before the bus arrives. The driver will not wait at the bus stop for students who are not at the bus stop.

6. Students must always cross the street in front of the bus at a distance sufficient to allow the driver to see them. After getting off the bus, students (if they must cross the roadway), shall go to the front of the bus and wait until the bus driver directs them to cross the roadway.

7. Students walking on the roadway to a bus stop should always walk on the left of the roadway on the shoulder of the road facing traffic and shall not run alongside the bus when it is moving. When crossing the roadway to board a bus, students shall walk, not run.

8. Where a bus travels both ways on any given road, pick-ups will be made on both sides of the road. If the bus travels only one way on a road, students will wait on their own side of the road until the bus comes to a complete stop. At that time, the students will cross in front of the bus while the red flashing lights are blinking.

9. Once a student has boarded the bus, he/she may not get off except at his/her destination. Exceptions will be made only with a note from a parent or Principal.

10. The driver is authorized to assign seats to any student at any time.

11. The law allows, and students are expected to sit, three passengers per seat.

12. Students must promptly take their seats and stay in their seats until all students have reached their designated stops, and the bus has come to a complete stop. Students are not permitted to change seats when the bus is in motion.

13. Anything that would create a safety hazard for the passengers, or the vehicle, will not be permitted.

14. Students are not permitted to smoke on any school bus at any time. This includes all charter trips.

15. Students are not permitted to use any profane language or obscene gestures. Excessive noise, fighting, wrestling, or acts of physical aggression will not be tolerated.

16. Students must keep their head, hands, feet, etc. inside the school bus at all times.

17. Students are not permitted to eat food or drink beverages on the bus.

18. Students are not permitted to mark up or deface the bus in any way.

19. Students and their parents will be held responsible for any and all damage to the bus.

20. Students shall not shout or wave to pedestrians or occupants of other vehicles, nor throw objects out or within the bus.

21. Students shall keep the aisles clear which includes not placing lunch boxes or other objects in the aisle of the bus.

22. There shall be no throwing of snowballs or other objects at school buses at any time.

Failure to abide by these rules will mean a referral notice will be issued by the school bus driver to the school bus company, school administration, and the Assistant Superintendent of Schools.

The School Administrator shall conference with the student and notify the student's parents and assign consequences, if appropriate. Depending on the nature of the violation, consequences may include but are not limited to conference with a school administrator, detention, restitution, suspension from the bus, suspension from school, and/or referral to the Assistant Superintendent.

The school administration will make the decision to suspend a student from riding on the school bus (N. H. - R.S.A. 189:9-a) based upon the

recommendations received from the school bus driver, school bus company, and/or others close to the situation. The suspension will be for a period of time appropriate for the rule violation with consideration being given to the circumstances of each individual student. Suspensions may be for one day, two days, or up to twenty days. Suspensions beyond twenty days must be approved by School Board action. Disciplinary action for behavior on the school bus can lead to out-of-school suspension or other disciplinary action.

For severe rule violations:
a. The Assistant Superintendent may immediately suspend a student from riding on the school bus.
b. Referral to the School Board Discipline Committee: May be made for recommendations to the full School Board for extended suspension, or expulsion from riding on the school bus.
c. Referral to the School Board: Referrals to the full School Board shall come through the School Board Discipline Committee and may be made for action on recommendations of extended suspension, or expulsion from riding on the school bus.
(School Board Policy EEACC-R (Also JFCC-R), amended September 10, 2020,

STAFF LIST 2022-2023

Principal
Dustin Gray

Assistant Principal
Ashley Mowatt

Admin Assistants
Mandie DeCost
Keislyn De Leon

Nurse
Jennifer Russo

School Counselor
Michael Tritter

Social Worker
Lisa Emrich
Nichole Danforth
Leila Gearstein (intern)

Speech Pathologist
Alexis Byrd

Occupational Therapist
Suzanne Dodier

Physical Therapist
Cadie Proctor

Food Services
Holly Clement, Manager
Doreen Mayo
Sandy Bickford

Custodians
David Keezer
Bob Plaistead
Brian Carpenter
Randall Hall

Special Education
Bianca Begin
Michele Torres
Ellen Letourneau
Jennifer Crone
Torison Bullek
TBD

Reading Specialists
Susan Richardson

Title I Teachers
Joanne Johnson (Literacy)
Kathy Prewitt (Literacy)

Para Educators
Tracy Craig
Lisa Demars
Lynda Gemas
Kara Landry
Beth Voce
Sam Sherman
TBD

Interventionist
Lauren Leeber

ESL
Christine Gregoire

Physical Education
Amanda Plante

Music
Sarah Smith

Band
Michael Bergeron

Art
Carly Kitz

Technology
Dan Tivnan

Librarian
Andrea Learnard

Kindergarten
Patricia Croteau
Jennifer DeCost
Jacqueline Stillwagon

Grade 1
Dina Allen
Donald J. Betz III
Kendall Stanton

Grade 2
Lisa Bussiere
Courtney Goldstein
Melissa Marcotte

Grade 3
Brooke Moody
Hannah Gemas

Grade 4
Jennifer Gilman
Amy Garland
Morgan Kozyra

Grade 5
Sarah Robinson
Kelly McMullen

TITLE ONE SCHOOL WIDE PLAN

Title I Part A, of the Every Student Succeeds Act (ESSA), is a federal grant designed to provide opportunities for children to acquire the knowledge and skills to meet the state proficiency standards. This program is designed to provide services to students with educational disadvantages whose academic progress is at risk. Title I reading and math instructional support is supplemental to the regular classroom instruction and is not intended to replace core instruction by the classroom teacher. Title I funds are used to hire personnel and to purchase educational resources that will assist students in obtaining their goals. The funds are allocated by the state to the district based on census data, population income, and other local statistics. Should you have any questions about Title I at William Allen School please contact Dustin Gray, Principal at 332-2280, or the Central Office at 332-3678.

1. **Comprehensive Needs Assessment** A needs assessment was conducted in the Fall of 2021. Academic data was collected using DIBELS (K-5) for reading and NWEA (grades 1-5) for reading and math. Also reviewed was last year's competency grading data. SWIS behavior data was also analyzed. As a result, staff set individual goals based on the academic needs of their students. Our school set a modest school goal to increase Literacy Growth. As a school and district, "Personalized Learning" continued without a specific goal during the pandemic.

A retrospective analysis of our Personalized Learning practices was conducted in May and the following practices were highlighted from the *Core Four Elements*:

- *Targeted instruction* continued with both remote and in-person instruction.
- The use of *flexible content and tools* continued with intensive engagement with Google Suite during remote learning and manipulatives, with safety protocols in place during in-person learning.
- *Data-driven decisions* continued through formative and summative assessments.
- *Student reflection and ownership* were apparent through practices such as goal setting and the use of Zones of Regulation daily in morning announcements.

Data analysis was performed in the Spring of 2021 in grade levels and individually with administration. Our school-wide goal based on NWEA Reading Growth, grades 2-5 was met with 60% of students meeting growth targets. DIBELS (reading) scores for students in Kindergarten and Grade 1 revealed effective achievement. 73% of Kindergarteners came in at Benchmark or Above Benchmark for Dibels. 63% of Grade 1 students came in at benchmark or above benchmark. In the fall of 2021 Kindergarten had 2% of students at benchmark and 73% at benchmark or above in the spring. In the fall, Grade 1 had 36% of students at benchmark ending in the spring with 63% of students at benchmark or above.

Based on the review of the data, the team determined the best use of Title I funds was to continue to provide supplemental instruction in the areas of reading and math.

Another ongoing need for our school will be access to funds to continue to promote our ***Trauma Informed School Model.***

2. **Research-based Instructional Strategies that have implemented school-wide reform/9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance/11. Program Evaluation**

William Allen students are engaged in daily targeted instruction in literacy and math. After DIBELS benchmark assessment, NWEA, review of competency grading, and teacher observation, instructional decisions are made to best meet the needs of students. (Assessments occur 3x per year) Competency standards are taught through a new core program CKLA. Math will be delivered through our EM4, a district-wide core program in the classroom using research-based strategies. The station rotation format is the most prevalent model allowing for targeted instruction with clear routines, teacher-led groups, station work, and formal and informal assessments.

To provide Instructional support for children experiencing difficulties mastering competency-based standards, William Allen School uses the MTSS model. This model helps ensure students' academic and social/emotional needs are being met including low-achieving children and students that have been impacted by trauma.

A Universal social/emotional framework that supports our *Trauma Informed School Practices* shows promise in "Zones of Regulation." It

helps students identify and regulate their emotions. During the 21-2022 school year, regular roll-outs focusing on the theme "WAS One Team, One Dream" tackled social and emotional topics to help students become more aware of their regulation skills, school expectations, and how to respect themselves, peers, and staff. Students that have been identified using SWIS data have specifically designed behavior plans that may include tools such as motor breaks, check-ins, or academic support. Tier 2 works with breakfast groups, social groups, and student jobs to help assist students to regulate.

A daily "WINN" time is in place for all students to receive literacy instruction at their level. Tier 2 and 3 support is provided with programs such as EIR (Early Intervention Reading), Sidewalks (Reading St.), LIPS, Reading Mastery, Fundations, and Orton Gillingham. Read Naturally Live is a promising intervention being used with tier 2 students within classrooms.

Math support is implemented at a time when the core instruction is not taking place. Scheduling is more challenging as we do not have a dedicated block. EM4 provides options for remediation and 2/3 of our Title 1 teachers have been trained using OGAP (Ongoing Assessment Project) Math strategies. In addition, teachers utilize lower levels of IXL that can be aligned with results from NWEA tests.

Our program evaluation is continuously monitored by stakeholders. Data is presented to the public yearly at the Instructional Committee of the School Board, interventions and programs are reviewed by administrators at the district level, and educators at our school site review effectiveness each spring.

3. **Highly qualified teachers in all core content**: All core academic teachers and instructional paraprofessionals who work in a Title 1 School-wide Program School must meet the highly qualified requirements regardless of the source of funds (federal, state, or local). They have obtained highly qualified status.

4. **High quality and ongoing professional development for teachers, principals, and paraprofessionals:** The Rochester School District has a strong history of a robust professional development plan for educators. This includes access to graduate-level programs within the district, new teacher training, and mentorship, continued PD in core programs, OGAP training, CKLA reading training, and a current

initiative of district-wide "Personalized Learning" through Educational Elements.

The needs of PD are determined through a district-wide professional development committee, surveys to teachers, and our instructional committee. In addition, William Allen School has implemented an in-house "EDcamp" during staff meeting times to promote ongoing PD among our own staff.

5. **Strategies to attract high-quality, highly qualified teachers to the school**:
   Our district is known in the state for innovative practices such as Competency-Based Learning, Personalized Learning, and Trauma-Informed Practices. This state and national recognition help attract educators to our district. The Rochester School District also has a strong mentoring program which begins with an intensive 3-day new teacher training prior to beginning assignments.

6. **Strategies to increase family and stakeholder involvement/10. Coordination and integration of federal, state, and local services**
   William Allen School believes that family involvement comes in a variety of forms. Our strategy is to portray our school as a welcoming environment where we understand that there are varying levels of participation. Our school uses Apptegy to communicate through TWITTER, Facebook, and our website. Administrators send out monthly newsletters that are posted on our school website.

   WAS has done extensive work building relationships among students, families, and staff using trauma-informed practices. Our school counselor and family social workers work with families of under-resourced learners to assist in accessing the federally funded school lunch program and our free breakfast program. Additionally, families are linked within our school with the Rotary Food Program providing access to weekend food. WAS receives a grant from the US Dept. of Agriculture for free daily fruits and vegetable snacks.

   Our school works hard to engage families in meaningful activities that promote two-way communication between school and homes such as Literacy Night, Veterans Day Assembly, Open House, and May Extravaganza. Title 1 funding provides food and educational supplies for these events. In addition, we offered a night with Charlie Appelstein and "No Such Thing As a Bad Kid" and a night with Maureen Callaghan and "Ask the Right Question." Also, we offered 3 Coffee with

the Principal focusing on information about MTSS, CKLA, and Technology in RSD.

We welcome stakeholders to give us feedback during one on one conferences, during small group parent meetings, and large school events. Typically, during our fall opening, Title 1 information is shared with parents and each year a Title 1 presentation is given during a PTA meeting soliciting feedback on our school.

Families are kept apprised of their child's progress through competency-based report cards, progress notes, benchmark assessments, and district assessments.

7. **Where appropriate, plans for assisting children in the transition process:**

   The Rochester School District plans extensively at the preschool level (both with district-sponsored REACH, Headstart and private preschools) with Kindergarten. Transition meetings with families are scheduled in late winter to prepare for entry. Typically, WAS schedules a "K Preview" in June and a "K Open House" in August for incoming Kindergarten students.

   WAS guidance, administrators, and grade 5 teachers prepare data sheets and meet with Rochester Middle School to prepare for the transition to grade 6. When needed transition meetings with families are scheduled.

8. **Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement**

   Educators meet bi-weekly as teams of grade level teachers, Title 1, special education to examine results of formative assessments and district common assessments to make decisions on fluid groupings. Data meetings are held 3 times a year with classroom teachers, interventionists, and administrators. Additionally, discussions are held district-wide across grade levels K-5 to calibrate and discuss curriculum in the areas of Math, Writing, and Science. DIBELS and NWEA data are examined three times a year to track student growth in Math and Reading.

Title I Parent Compact

Title I is a Federal Grant Program

It is allocated to the Rochester School District to provide supplementary educational support in five Rochester elementary schools (William Allen, School Street, East Rochester, Chamberlain, & Nancy Loud). Supplementary support is key instruction provided by Title I-funded staff members in addition to core instruction from the classroom teacher.

Monies flow to school districts based upon, in good part, the percentage of students receiving free or reduced lunches. Children receive Title I support because the additional academic support can help their progress. This support is determined by assessment measures such as DIBELS, NWEA, and informal classroom assessments. Your child may receive these services through small group instruction or individualized, targeted instruction. Four elementary schools in the Rochester School District are schoolwide Title I schools, so parent and child may not know when they are receiving services because the services are integrated within classroom instruction. Your child may report that they were in a particular group for instruction with a different teacher than their regular classroom teacher. This is how the instructional plan should look in your school.

What Is The Goal?

The purpose of the program is to give children extra support in reading in order to meet the state's high academic standards.

Title I Support

Title I support is **provided by Title I teachers, social workers, and paraprofessionals in our district**. Federal requirements dictate that Title I paraprofessionals must have a minimum of two years of college or a Paraprofessional II certification, though SAU54 enjoys the benefit of many Title I paraprofessionals who exceed these minimum requirements.

Title I Schools Commitment / Compact

Title I schools make a commitment to parents to communicate about the Title I program.
Parents will be invited to review this policy annually and provide feedback. Title I schools will solicit parental input in the development of the Title I plan, program evaluation, and school improvement efforts during parent conferences held annually. District administration and the Title I team will seek ways to build parental

capacity for involvement. School staff and parents will seek ways to integrate Title I parental involvement strategies with other programs.

What is a Family School Compact?

A Family-School Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how the school community will work together to make sure all students get the individual support they need to reach and exceed grade level standards.

Title I schools will commit to involving parents in the schools in many ways:

- Schoolwide Title I schools will share assessment results with parents.
- Schoolwide Title I schools will share information with parents through newsletters, parent events, and paper copies if appropriate.
- Title I teachers will participate in parent-teacher conferences upon request
- Title I teachers will encourage parents to reinforce learning at home
- Schoolwide Title I schools will hold parent meetings annually
- Schoolwide Title I schools will provide high quality curriculum and instruction in a supportive and effective learning environment that meets local, state, and national standards.

Parents will remain involved in their child's education in the following ways:

- Parents will participate in parent/teacher conferences
- Parents will ask questions about their child's education.
- Parents will reinforce learning at home by practicing reading and math skills, and checking homework.
- Parents will convey a positive attitude about school and learning.
- Parents will take an interest in their child's learning.

Students will be actively engaged in their learning in the following ways:

- Students will do their best to complete what is expected at their grade level
- Students will listen to their teachers and complete their work on time
- Students will take home and bring back all assigned work
- Students will be responsible for their own behavior
- Students will ask for help when they need it
- Students will read for pleasure.

Complaint Procedure

If an individual feels a violation of the Federal Requirements has been made, that person may make a written complaint which will be handled at the local level. If the complaint is not resolved at the local level, then an individual may have it reviewed by the state Title I Director. Forms are available for this purpose and available through the central office.

Mckenzie Harrington-Bacote, Director of Federal Grants

harringtonbacote.m@sau54.org
150 Wakefield Street
Rochester, NH 03867
603-332-3678

PARENT NOTICE OF RIGHTS AND POLICIES

Dear Parents/Guardians,

Welcome to the 2022-2023 school year. Our goal is to have all Rochester children college and career ready to meet the challenges of the 21st century. Providing a healthy, safe, and engaging learning environment is critical to meeting this goal. Rochester staff and its School Board recognize that parent/guardian involvement in their child'seducation promotes student achievement and contributes greatly to the success of students. This Annual Notification provides some required information from our state and the federalgovernment, but also provides a link to all School Board policies which help goven our district. Our district commits to providing a quality education to all of its students in a safe and healthy environment. The Rochester School Department looks forward to a successful and positive school year, made possible by the dedicated efforts of its administrators, teachers, paraeducators, support staff, and parents and guardians.

Respectfully,

Kyle Repucci
Superintendent of Schools

Disclaimers
School Administrative Unit #54 is an Equal Opportunity Employer

HIPAA PRIVACY RULES: The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.
http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/index.html

FERPA:
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) Notification of Rights under FERPA For Elementary and Secondary Schools (RSD Policy JRA STUDENT RECORDS AND ACCESS - FERPA)

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

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

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

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

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

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Madison School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

NOTICE OF NONDISCRIMINATION
The Rochester School Department does not discriminate in its educational programs, activities or employment practices on the basis of race, color, national origin, age, sex or handicap under the provisions of Title VI, of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for

all Handicapped Children Act of 1975. Any person having inquiries concerning the School Administrative Unit #13 and its school districts as outlined above, compliance with regulations implementing these laws may contact:

Sarah Reinhardt
Director of Special Education and Special Programs
SAU #54
150 Wakefield St., Suite #8
Rochester, New Hampshire 03867
(603) 332-3678

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts. All district policies can be referenced at:
https://www.rochesterschools.com/documents/school-board/board-policies/241545

Policies are available by the following categories:
Book A - Foundations and Basic Commitments
Book B - School Board Governance and Operations
Book C - General School Administration
Book D - Fiscal Management
Book E - Support Services
Book F - Facilities Development
Book G - Personnel
Book H - Negotiations
Book I - Instruction
Book J - Students
Book K - School-Community Relations
Book L - Education Agency Relations

HEALTH SERVICES

The major focus of the School Health Services, in conjunction with the home, school, and community is to help students achieve and maintain the highest possible standard of health, which will enable them to function in school, practice sound health habits, and live healthier lives. The Health Services will seek to improve and protect the health of the child by identifying and assisting in the removal or modification of health-related barriers to the learning process. The aim is to prevent illness and the early detection and correction of health problems. Periodically children will be screened for visual and hearing problems, growth status, scoliosis, and high blood pressure. Health Records, (including immunizations as required by state law) are maintained on each child. We encourage parents to contact their child's school nurse through their school if they have questions or concerns.

Head Lice

Having head lice is a medical condition that requires attention. Head lice are easily treated and are generally not associated with serious conditions. Uncleanliness is not a factor in transmitting lice.

The school nurses check students on a regular basis and more frequently in those classes where there has been a suspected problem. If you suspect your child may have head lice, consult your physician or pharmacist for treatment. The school nurse also has information available upon request on how to examine for lice and treatment.

A Message from the Rochester School Nurses: "In order to keep head lice under control, parents must be checking their children's hair weekly, year-round. We will check the children's hair during the first month of school and thereafter in those classes where there has been a suspected problem. Head lice can only be controlled with the help of all the parents. If you find head lice, please notify your child's school nurse and those people who have had close contact with them (i.e., relatives, friends, childcare workers, neighbors, etc.).

Children playing in close contact or a simple exchange of hats, clothing, brushes, combs, pillows, and other personal articles can transmit head lice from one child to another. If your child has come home with head lice, don't panic. You will need to treat this condition but head lice will not create a medical emergency. Lice can be effectively treated. Medication to treat head lice can be obtained without a prescription. Treatments can be found at almost any store. If the over-the-counter treatment you have used seems ineffective, you should call your doctor for further advice.

With continual attention year-round from you at home and us at school, the problem should be kept under control. If you have any questions or would like more information about this communicable condition, please call your child's school nurse."

Illness or Injury
If a student is ill or there has been an injury, the school will make every attempt to reach a parent/guardian, or a contact person listed on the student's emergency medical slip (again, please notify the school immediately if information changes). If necessary, the school will call 911 for assistance.

Medication
When other arrangements can be made, medication should not be taken during school hours.

Most prescription medication can be regulated around school hours. Aspirin, over-the-counter cough syrups, cough drops, etc., can be taken before and after school. When this is not possible, all medications will need to be

brought to the office in the morning by an adult along with a doctor's order which should clearly outline the name of the medication, dosage, and any instructions needed on the correct forms.

If a prescribed medication must be taken during school hours, the school nurse must have the following three items:

1. A prescription written by the doctor states what the medication is, the dosage and that it is necessary for the child to take it in school. The prescription should also state the length of time the child needs to take the medication.
2. A properly labeled bottle (from a drug store) containing no more than one week's dosage (5 days).
3. A note from the parent or guardian giving permission for the school nurse, or her designated choice, to observe the child taking his or her medication.

Questions regarding school health policies should be directed to the school nurse through the individual school office.

GLOSSARY OF TERMS

Apptegy

Apptegy is a reliable, fast, accurate, efficient, and flexible web application for alerting parents in an emergency situation or for daily communication needs. It is a highly effective automated notification system and helps to provide vital information using the following media: email, phones, and text messaging devices. The link to sign up and directions can be found at www.rochesterschools.com. Apptegy is also connected to our website, Twitter, and Facebook accounts.

Asbestos in School Buildings

A thorough investigation of Rochester school facilities in 1988 determined that asbestos-containing building materials were used in the construction and/or renovation of all buildings. In order to protect the health of our students, staff, and visitors, a management plan has been developed for each school building to assure that asbestos is either removed from the building or maintained in a safe condition. The records of the original inspection and the management plan for each building are maintained in the Principal's Office and Superintendent's Office and are available for public inspection. All other documents related to asbestos are maintained by the Superintendent's Office and are also available for public inspection. For an appointment, please telephone 332-3678.

Assessments

The Rochester School District participates in locally designed, nationally normed, benchmark, and state-level assessments. The results of the various assessments assist in designing instruction to meet the needs of our various learners. Please contact your child's teacher or school administration with any questions about the different types of assessments.

Formative
In order for a teacher to measure student progress toward mastery of performance indicators, formative assessments are used to gauge student understanding and to provide feedback for further learning. Formative assessments are informative for the teacher; the teacher uses the student learning data gained from formative assessments to shape his/her instruction for the students. These assessments help students move forward in their learning toward a specific goal and measure individual progress.

Summative
In order to measure a student's mastery of the competencies, summative assessments are used. Summative assessments provide cumulative data that indicate the level of student learning for reporting purposes. They allow teachers to make judgments about student achievement at the end of a sequence of instruction. Summative assessment tools may include tests, quizzes, projects, performances, and/or products. These assessments are rigorous and include a variety of opportunities to demonstrate the depth of knowledge.

Bomb Scares

Bomb scare emergencies will be handled in accordance with the School Board policies (EBCC, Threats to Safety and Property 08/09/2018). Current policy permits only those students who have written permission for dismissal

signed by their parents or guardians and placed on file with the school administration to leave school for the remainder of the day.

WARNING: Students are reminded that false alarms for fire or bombs are a criminal offense and such crimes will be severely dealt with by the police and courts.

Bullying

Our goal is to foster a safe learning environment for all students. Any behavior that has the potential to interrupt or interfere with the educational environment needs to be reported immediately to the school. All staff members at William Allen are trained to report concerning behaviors to the school administration in a timely manner. When the administrator receives a concern that could be bullying, they refer to the district guidelines below:
POLICY UNDER RSA 193-F: 3
It is the policy of the Rochester School Department that its students have an educational setting that is safe, secure, peaceful, and free from bullying.
The Rochester School Department will not tolerate bullying as defined in RSA 193-F: 3
Refer to School Board Policy JICK (Pupil Safety and Violence Prevention - Bullying) (6/12/2014).

Chorus and Band

Elementary students in grades 4 and 5 are able to join the school chorus, which practices once a week during the school day. Fourth and fifth graders may also take instrumental lessons during the day. Each school with grades 4 and 5 will have an instrument demonstration in September, followed by an Open House. At the Open House, students will be able to pick up instruments to rent for the school year. Information will be distributed to students at the instrumental demonstration about the date, location and time of the Open House.

District Contact Information

Schools, Elementary:

Chamberlain Street School 332-5258

East Rochester School 332-2146

Gonic School.....332-6487

Maple Street Magnet School 332-6481

McClelland School.....332-2180

Nancy Loud School 332-6486

School Street School ……......332-6483

William Allen School 332-2280

Secondary

Bud Carlson Academy 332-3678

Richard Creteau Regional Technology Center 332-0757

Rochester Middle School 332-4090

Spaulding High School 332-0757

Extended School Programs…….....332-3678

Rochester School Department-Superintendent.....332-3678

Personnel Office (fingerprinting).....332-3678

Electronic Devices

Students are encouraged to leave electronic devices such as iPads, iPods, MP3 players, handheld video games, or SMART phones at home. If electronic devices are brought to school, they are expected to be turned off and stored in backpacks or a designated classroom spot. Special considerations must be made with the teacher and administration. WAS has 1:1 technology for students, and in the event of an emergency, we can contact families from school phones.

Infinite Campus

Infinite Campus allows online access to parents and students. On the parent portal, you can find attendance information, report cards, newsletters, transportation information, and other items. You must alert us to any change in phone information to get this important information throughout the school year. To receive an access code for Infinite Campus, contact Elizabeth Pappas at 603-332-3678.

Library

Our students receive library instruction weekly. Students are able to check out books once a week and then return the following week. The student is responsible for any book borrowed. If a book is lost, the parent is responsible for the payment of the replacement cost of the book. Help your child maintain good book borrowing skills by taking care of the books and returning them on time.

Kindergarten

Rochester School District now provides a whole-day Kindergarten program from 8:30 AM – 3:00 PM). Students who are age 5 by September 30 may be enrolled. To register, call 332-3678. If you require daycare services either before or after school, please contact Rochester Child Care at 332-9333.

Lost and Found

The lost and found is located in the back stairwell behind the gym. Have your child check this location for lost articles. It is helpful to put your child's name on everything that is brought to school for easy identification.
WAS is not responsible for lost or stolen items that are brought into school for approved or non-approved usage at or near the school.

Meal Prices for 2022 - 2023 SCHOOL YEAR

Hot Lunch: $2.70 Milk:$ .55 Breakfast: FREE for Elementary Students
Snacks:$ .50 - $1.00

Menus are sent home monthly.

(Energy drinks, soda, and coffee are not permitted for students in the school and will be taken from students who have them. Students are encouraged to use clear, non-breakable containers.)
For additional information or questions please contact

Director of Food Service
130 Wakefield Street
Rochester, NH 03867

Telephone – (603) 332-0757 Ext. 2129
Fax - (603) 335-5345

PTA

The PTA typically meets on the second Wednesday of each month at 6:00 PM. Free childcare is provided at all PTA Meetings. See the WAS monthly newsletter for the most recent dates. The PTA provides you with an opportunity to get involved with the school and your child's education. support your child, our school, and the PTA by joining today. Contact our PTA President, Erica Lake, if you have any questions or items for an upcoming agenda at erica.lake.waspta@gmail.com.

Publicity

Schools enjoy showing off our students and their work and are given opportunities during the school year to publicize their successes by having photographs published in the local newspaper(s). If you do not wish to have your child's picture or name in the newspaper, you must notify us in writing. This information will be kept confidential in the office and will be released only to your child's teacher.

Recess

If the "real feel" temperature (temperature and windchill) for outdoor recess is 20 degrees or above, we will have an outdoor recess for the regularly scheduled length of time. Recesses on days when the temperature is under the real feel of 20 will be modified up to the extent that we will consider full indoor recess for the duration of the day. We will get our temperature from www.accuweather.com.

Release of Directory Information

Directory Information is the name, address, and phone, dates of attendance, degrees received, major program, height, and weight of athletes.

Certain information is made available to most other individuals only with parental written permission.
Activities such as awards, scholarships, college/technical school information, and various school publications such as yearbooks and athletic programs, however, require the use of some general information about students. Such information is called general directory information. Examples of general directory information are

- Name
- Address, Date, and place of birth
- Major field of study
- Participation in activities and sports sponsored by the school
- Dates of attendance at a school within the school district
- Degrees and awards received
- Previous school most recently attended by the pupil

If you wish to have directory information remain confidential, please submit a letter to the Building Principal on an annual basis. Please describe any directory information that you would like to remain confidential.

The district's policies on access to student information are in compliance with the federal regulations entitled "Family Educational Rights and Privacy Act" (FERPA).

FERPA stands for Family Educational Rights and Privacy Act (sometimes called the Buckley Amendment). FERPA allows the district to provide directory information without specific parental permission.

Parents who do not wish such information disclosed by the school or district should submit their request in writing to the school principal by October 1st of each school year.

What information can parents see regarding their children?
Parents have the right to see any documents or materials directly related to their children that are kept within the school or in the School District offices.
Who may obtain such information?

- All parents and legal guardians. In the case of divorce, custodial and non-custodial parents have access to the child's record, unless a legally binding document declares differently.
- Children over the age of 18, emancipated minors, or those attending post-secondary institutions.
- School officials with a legitimate educational interest.
- School officials in a district to which the child intends to transfer.
- Individuals within the juvenile justice system or having court orders that allow them to see such records

Can the school legally refuse to show parents any records?
Personal notes kept by a teacher, principal, psychologist, or another school employee for the sole use of that person are not considered part of the child's record. Such personal notes are not retained in the cumulative record.
How do parents look at such information?
Ask! Schools will make an appointment for parents to review their child's educational records.
Parents have a right to an explanation of any forms, test scores or educational language that they don't understand. If the principal or the appropriate school staff member is not available to answer questions, the parents should schedule a meeting in advance at a more appropriate time.

Report Cards/Competency-Based Grading

The Rochester School District has adopted a Competency-Based Learning Model for students in grades K—12. This means that student learning is driven by clear learning targets (competencies) that students are expected to master by the end of each grade-level/course. At regular intervals, parents will receive feedback on where their child is on his/her journey to meet each competency.

In addition, parents will receive regular feedback on their child's Work Skills Competencies. These habits are the essential personal and interpersonal qualities such as attitude, work ethic, respect for others, self and materials, readiness for work, cooperation, and collaboration and are not only

necessary for a successful educational experience, but are essential for lifelong skills.

For more information and details please visit the Rochester School District website at http://www.rochesterschools.com.

Retention Policy- IKE

Discussion regarding possible retention of a student will begin by mid-year (no later than the third quarter for first-grade students) and may be initiated by the teacher, the parent, or the principal. The recommendation for retention will come from school personnel, and parents, but the final decision to retain will be made by the principal, based upon the belief that this action will benefit the student. For more information, please see Rochester School Policy IKE, Promotion Policy (5/09/13).

School Colors and Mascot

William Allen is the Home of the Wildcats and our mascot Whiskers. Whiskers will attend several school events proudly wearing our school colors of red and white.

Search and Seizure

According to School Board Policy KNAJ, Procedure for Interrogation and Searches (amended: 02/16/17), students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of a particular student and school property when there is reasonable cause to believe that the student may be in possession of drugs, weapons, alcohol, or other materials in violation of school policy or state law. School property shall remain under the control of school officials and shall be subject to search.

Smoking

The use of tobacco products is prohibited on all properties of the Rochester School Department, in accordance with New Hampshire State law. (School Board Policy GBED, 1/10/2019)
Students are not to use, store or have in their possession any tobacco products in school buildings, on school property or at any school function

Special Education Services

Special education services are provided as required by Public Law 101-476 called the Individual with Disabilities Education Act or IDEA. The intent of this law is to assure that all children with disabilities receive a free and

appropriate public education. Each school conducts evaluations for students suspected of having an educational disability and, if found eligible, an Individual Education Plan (IEP) is developed for the child. Services and placement are determined through the Special Education/Placement Team meeting. The services consist of an academic component and possibly related services such as speech therapy, consultation to staff, occupational therapy, and interpretative services or others as determined by the certified staff or qualified examiners. Parents who have questions about the child's educational progress should first discuss the issue with the classroom teacher. Whenever a known disability is present and there are serious questions about its effect on educational performance a referral may be considered

Student Assigned Materials

Textbooks

Students are given textbooks at the beginning of the year. They are expected to return these books in good condition at the end of the year. Each textbook cost between $20.00 and $50.00. If a student loses a book, s/he will be expected to reimburse the school for the cost of replacing the book. Report cards will not be issued in June until reimbursement or replacement occurs.

iPad & Chromebook Assignments

*** Each student and parent/guardian will be responsible for reading and signing the Rochester School District Chromebook and/or iPad Loaner Agreement Form prior to bringing a school-issued device home ***

Grades K - 1

- Students in Kindergarten and 1st grade will be assigned an iPad for that school year.

Grade 2

- Students in grade 2 will be assigned a Chromebook for that school year.

Grades 3 - 5

- Each student will be assigned their own Chromebook in grade 3, which they will keep through grade 5.
    - These Chromebooks will be returned at the end of each school year for updates and inventory.
    - Changing schools will also change the assigned Chromebook.
- Chromebooks will be left in school overnight to charge.
    - Devices will be sent home (if needed) with students if a remote learning day/snow day is expected.

Telephone Use

Students are permitted to use the school phone on a limited basis in situations that require immediate attention.

Toys

Students are encouraged to leave their personal toys such as Pokémon Cards, Legos, etc. at home. They cause a distraction to the learning environment and many times lead to arguments or disagreements. If toys are brought they are expected to stay stored in backpacks.

Visitors

The staff at William Allen focuses on creating a welcoming yet safe environment for all students. We welcome visitors to the school and appreciate your understanding of our efforts to maintain the safest environment possible by adhering to the procedures below:

All visitors must enter the building through the front door. Upon entry to the school, visitors must stop in the office to sign in the visitor's logbook.

Visitors who are dismissing students are required to be on the official pick-up list that is submitted by parents and caregivers on a goldenrod form at the start of the school year. Visitors will not be permitted access to visit classrooms or individual teachers during the hours of 8:00 am-3:30 PM without having scheduled a mutually agreed upon meeting time with the classroom teacher or school administrator. A list of all meetings and approved visitors will be available to the school secretaries on a weekly basis. This precaution is taken to ensure that we provide the safest and least disruptive learning environment for all students.

Volunteers

William Allen School is a giant family and would not be as successful without your participation. We welcome community volunteers; contact the office if you are interested. They will explain the process for volunteering as outlined in our district policy.(see visitor procedures above).

The New Hampshire State Legislature enacted a law that took effect on August 2, 1997. It states that all employees who come in contact with students must be fingerprinted and have a complete criminal records check. The law also encourages but does not mandate that volunteers who work with students should also be fingerprinted. We support the philosophy of the law, knowing that in this day and age, we must take all precautions necessary to protect our children. All volunteers who work with children on a regular basis (more than 3 times a year), must be fingerprinted at the

Superintendent's Office. If you have any questions or concerns, please do not hesitate to contact the office.

Guidelines for Volunteers:

- Volunteers will complete a volunteer registration form.
- Interviews may be required, and references may be requested.
- Unsupervised tasks require volunteers to have a full background check completed before the first day of the assignment.
- Volunteers will make an appointment with the personnel department at the Superintendent's Office to be fingerprinted.

The school department will pay for the expense of the background check.

ROCHESTER SCHOOL DISTRICT IMPORTANT POLICIES FOR PARENTS

DISCIPLINE POLICY- JICD

Rochester School District Policy JICD: Suspension and Expulsion

I. (a). The superintendent, or a representative designated in writing by the superintendent, may suspend pupils from school for a period not to exceed 10 consecutive school days for behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or for repeated and willful disregard of the reasonable rules of the school not remediated through the imposition of the district's graduated sanctions. (See RSA 193:13).

Conduct specifically prohibited shall include, but not be limited to, habitual truancy, verbal or physical abuse toward any student, faculty, or staff member, disobedience of reasonable demands of staff or faculty members, possession of controlled drugs and/or alcoholic beverages on school property, disrupting classroom atmosphere, impeding classroom decorum, causing disturbances among other students in attendance, distracting other students so as to interfere with the educational process, and disrupting the disciplinary process.

(b). The school board or a representative designated in writing may, following a hearing, extend the suspension of a pupil up to 10 additional consecutive school days for an act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D; bullying pursuant to school district policy when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or possession of a firearm, BB gun, or paintball gun. The school board's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 10 days.

(c.) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board is appealable to the school board, provided that the superintendent or school board received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board shall hold a hearing on the appeal but shall have the discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending unless the school board stays the suspension while the appeal is pending.

II. Any pupil may be expelled from school by the local school board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:
(a) A repeated act under subparagraph I (b);
(b) Any act of physical or sexual assault that would be a felony if committed by an adult;
(c) Any act of violence pursuant to RSA 651:5, XIII;
(d) Criminal threatening pursuant to RSA 631:4, II(a); or
(e) Possessing a firearm. III. (a) A student who has been expelled shall not attend school until reinstated by the local board. All expulsions shall be made in accordance with RSA 193:13.

III. Any expulsion shall be subject to review by the school board that issued the expulsion if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local school board to the state board of education at any time while the

expulsion remains in effect. All appeals of final action by the state board of education shall be in accordance with RSA 541.

IV. Any student who brings or possesses a firearm as defined in 18 USC § 921 in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the School Board or its designated committee for a period of not less than twelve (12) months.

V. The school district shall make educational assignments available to a suspended student during periods of suspension. Except as provided in paragraphs II and IV, the school district shall provide alternative educational services to a suspended student whenever the student is suspended in excess of 20 cumulative days within any school year. Any time a student is suspended for more than 10 school days in any school year, upon the student's return to school the school district shall develop an intervention plan designed to proactively address the student's problematic behaviors.

Graduated Response to Student Discipline
A. Teacher: Teachers may and are encouraged to handle their own detention or other disciplinary measures for misconduct in their classes.
B. Social probation: The denial of a student to attend and/or participate in extracurricular activities, school dances, or any other form of after-school activity.

C. Detention: A student is assigned to a specific supervised room during and/or after school hours.
D. In-School Suspensions: a student will attend school but will be temporarily isolated from one or more classes while under supervision.

E. Out-of-School Suspensions: A student is denied attendance at school or school functions for a designated number of days in accordance with the provisions of Policy JICD.

Short-term suspension pursuant to RSA 193:13, I(a) is for a period not to exceed 10 consecutive school days; Long-term suspension pursuant to RSA 193:13, I(b) is for a period not to exceed 20 consecutive school days;
A student is not permitted on school property at any time during the duration of an out-of-school suspension.

F. Expulsion: Expulsion will be made only by School Board

Due process standards for short-term suspensions, long-term suspensions, and expulsions will adhere to the requirements of Ed 317.04.

Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Notice and Dissemination.
This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).
Legal References:
18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act of 1994
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D, Safe Schools Zones
RSA 631:4, Criminal Threatening
RSA 651:5, XIII "Act of Violence"
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)
Adopted: April 10, 1997, Amended: May 10, 2012; January 9, 2014; September 10, 2015; November 8, 2018; May 13, 2021

DRESS CODE POLICY-JFCA

The responsibility for the appearance of the student rests with the parents and the students themselves.
They have the right to determine such a student's dress, providing that such attire is not destructive to school property, complies with the health code of the State of New Hampshire, is appropriate, and does not interfere with the educational process.
Students should not wear clothing or hair styles that can be hazardous to them in their school activities such as a shop, lab work, physical education, and art. Articles of clothing that cause excessive maintenance problems; for

example, cleats or boots, shoes that scratch floors, and trousers with metal rivets that scratch furniture, are unacceptable. The Building Principal will communicate the school's dress code to parents on a yearly basis. Any changes to the dress code will be communicated to parents.

The following apparel is not to be worn during the school day (this list is not all inclusive):

- caps, hats, and other headgear; tank tops;
- clothing with offensive, vulgar, or racist language or pictures;
- tops that do not completely cover the mid-section;
- clothing that glorifies, encourages or promotes the use of alcohol, drugs, or gangs.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

School attire must adhere to the generally accepted standards of the community. Obscene and inappropriate dress will not be acceptable. When a question as to the appropriateness of the attire exists, the principal will make the decision. (School Board Policy JFCA, Student Dress Code 7/11/13)

DUE PROCESS PROCEDURES POLICY-JICD-R

The Rochester School Board adopts these procedures in conformance with New Hampshire Educational Administrative Code, Part Ed 317, and RSA 193-D.

"Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).
The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before the meeting of the charge and explanation of the evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

b. Long-term suspension. A “long-term suspension” is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, unless the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short term suspension and issue the long-term suspension.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.

“Expulsion” means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II, and IV. An expulsion may be for either a stated duration or permanent.

a. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.

b. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in School District policy. An expulsion relating to a firearm in a safe school zone shall be for a period of not less than 12 months.

c. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun-Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

Notwithstanding any other deadline in Ed 200 all appeals to the state board from school board decisions under Ed 317.04 (f),(2), and (f)(3) shall be filed within 20 calendar days of receipt of the written decision of the local school board and shall be in accordance with RSA 541-A and Ed 200.

Sub-committee of Board. "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.
Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186- C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01. Adopted: April 8, 1993 Amended: April 10, 1997 Amended: May 10, 2012, January 9, 2014, May 13, 2021.

NON DISCRIMINATION EQUAL OPPORTUNITY POLICY- AC

The school district does not discriminate on the basis of sex or other protected categories in its educational programs and activities, as required by federal and state laws/regulations.

Discrimination against and harassment of school employees because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited.

Discrimination against and harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or economic status are prohibited.

The Board directs the school administration to create and implement a continuing program designed to prevent, assess the presence of, intervene in, and respond to incidents of discrimination against all applicants, employees, students, and other individuals having access rights to school premises and activities. The school district has designated and authorized a Human Rights Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including sexual harassment. The Human Rights Officer/Title IX Coordinator is a person with direct access to the Superintendent.

The school district has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. The school district provides required notices of these complaint procedures and how they can be accessed, as well as the school district’s compliance with federal and state civil rights laws and regulations to all

applicants for employment, employees, students, parents, and other interested parties
(School Board Policy AC – Non-Discrimination/Equal Opportunity, amended October 8, 2020)
Assurances

In accordance with applicable federal and state laws and Rochester School Department Policies, the Rochester School District does not discriminate on the basis of race, gender, or disability and does not permit its staff or students to do so. If you believe that your child has been subjected to discrimination and you have not been able to resolve this through the building principal, or prefer not to do so, you may contact the Director of Student Services. That individual serves as the main point of contact for, gender-based discrimination, disability-based discrimination, Title IX concerns, and section 504 concerns.

Sarah Reinhardt
Rochester School Department
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(603) 332-3678
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SAFE SCHOOL ZONE POLICY-ECAC

Each citizen of the district, students, and members of the Police Department are urged by the Board to cooperate in reporting any act of theft, destruction or violence as defined in RSA 193-D:1, Paragraph I, that is committed on school premises or on a school bus, hereinafter referred to as a "safe school zone," and the name(s) of the person or persons believed to be responsible. Each employee of the district shall report, in writing, to the principal of the school or his/her other immediate supervisor, every act of theft, destruction, or violence known to him or her, and if known, the names of those responsible. The principal receiving such a report shall immediately file it with the Rochester Police Department. The report shall include (1) the name and home address of any person suspected of committing an act of theft, destruction, or violence in a safe school zone, and (2) identification of the act that was allegedly committed.
The written report may be waived if there is a law enforcement response at the time of the incident, which results in a written police report.
The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property or other acts of theft, destruction, or violence, when s/he has legal standing to do so, and is further authorized to delegate, as s/he sees fit, authority to sign such complaints and press charges. (School Board Policy ECAC, Safe School Zone 12/11/08)

SUBSTANCE ABUSE POLICY- JFCI

The Rochester School Board recognizes that substance abuse has a serious negative impact on our society that extends beyond the individual. The board also recognizes the responsibility of the Rochester School District to commit to a substance-free school environment. It is necessary to maintain a strong educational program, to establish firm guidelines for the protection of the school population from exposure to substance abuse/abusers while ensuring the rights of all.

The Rochester School Board reaffirms its commitment to work cooperatively with students, parents, the police, social agencies, and the community, in general, to address this issue as it affects individual students and the total school population.
It is the responsibility of each staff member to report immediately any suspicion of drug or alcohol use, possession, and/or sale, to a building administrator who will take appropriate action, including but not necessarily limited to:

1. appropriate medical attention
2. notification of the parent
3. notification of the proper authorities
4. any other action deemed necessary

In cases where a student appears to be severely under the influence, if the parents will not or cannot come to school or if deemed necessary, the principal is authorized to call an ambulance to transport the student to a hospital. Parents will be notified of this action and be responsible for the incurred expenses.

Students requiring a prescription or other medication are expected to follow policies EBBA 1 and EBBA 3.

PENALTIES FOR VIOLATION:
Any student selling/distributing illegal drugs or non-approved substances on school property will:

1. be immediately suspended from school. The student's parents and the Rochester Police Department will be notified.
2. be referred to the Discipline Committee for possible long-term suspension or expulsion
3. be required to show proof of appropriate counseling approved by the school administration before re-admittance is considered.

Any student found to be under the influence of illegal drugs/alcohol, transporting such substances, or found in the possession of drugs or alcohol including paraphernalia within the jurisdiction of the school district shall:

1. On the first offense, he/she will be suspended from school by the principal for ten days and referred to the Discipline Committee.

The suspension will be reduced to five days if the student enrolls in and successfully completes all requirements for Teen Drug Court or if the family can adequately demonstrate that the student is enrolled in and attending counseling approved by the administration to address the substance abuse concern.

2. The student's parents and the Rochester Police Department will be notified.
3. On a second offense, the student will be referred to the Discipline Committee for possible long-term suspension or expulsion. The student's parents and the Rochester Police Department will be notified.

Any student in possession of non-approved substances may at the discretion of the principal be disciplined or referred to the Discipline Committee. The above penalties for violation of these policies shall be cumulative throughout the school career of the individual student.

NON-APPROVED SUBSTANCES:
The definition and examples of non-approved substances are included in the student handbooks.
(Policy JFCI, September 12, 2013).

TECHNOLOGY POLICY-EHA

The Rochester School Board recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Board encourages the responsible use of computers, computer networks, including the Internet, and other electronic resources, in support of the mission and goals of the Rochester School Department and its schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control fully. Therefore, the Board adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on School Department-owned equipment, School Department affiliated organizations, and personal devices.

Policies, guidelines, and rules refer to all computing devices including but not limited to computers, mobile web enabled devices, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students

and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and Infinite Campus (Parent/Student Access to Student Information System).

School Department Rights and Responsibilities
It is the policy of the Rochester School Board to maintain an environment that promotes ethical and responsible conduct in all computer and communications equipment activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of computer/communications equipment use. Within this general policy, the School Department recognizes its legal and moral obligation to protect the well-being of students in its charge. To this end, the School Department retains the following rights and recognizes the following obligations:

1. To monitor the use of computer networks and the communications network activities. This may include real-time monitoring of Internet access and/or maintaining a log of Internet activity, or attempted activity, for later review.
2. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to School Department owned equipment and, specifically, to exclude those who do not abide by the School Department's acceptable use policy or other policies governing the use of school facilities, equipment, and materials.
3. To restrict on-line destinations, including in-coming signals, through software or other means.
4. To remove a user's access, a device, or connection to the network that is not approved and secure.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing on-line, wide-area, and local use of computers and communication equipment.
6. Prior to allowing user access, a signed statement of compliance will be executed, certifying that the user understands and agrees to comply with Rochester School District policy.
7. School district reserves the right to "block" at any time any sites or services that could cause bandwidth issues that affect the overall stability of the network.
8. The district may establish a retention schedule for the removal of e-mail. The district makes a best effort to retain email for 90 days.

9. Guests/Contractors are not automatically eligible for a district e-mail account. Email or network access accounts may be granted if directly sponsored by a district administrator and approved by the Superintendent or designee.
10.

The Superintendent or designee shall develop and implement administrative procedures that ensure students are educated on network etiquette and other appropriate online behavior, including: interaction with other individuals on social networking web sites and Cyberbullying awareness and response.

Staff Responsibilities

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Rochester School District.

Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

Staff should ensure all student and non-school system users are informed of the district's electronic communications policy and administrative regulations. All such agreements will be maintained by the school office or as part of the student agenda. All students using Google Apps for Education must have a signed permission form.

User Responsibilities

Use of the computer and communication equipment provided by the School Department is a privilege that offers a wealth of information to improve research and productivity. Where it is available, these resources are provided to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

1. The School Department reserves the right to monitor, review, and copy any communications at any time.
2. Failure to report breaches of this policy is itself a violation.
3. Users will be individually responsible for their own behavior and violation of this policy may result in disciplinary actions in the form of a written reprimand, suspension, expulsion, termination of employment, or other forms decided by the school board and superintendent.
4. Staff will be responsible for maintaining their own systems for reliability, integrity, availability, and for physical protection.
5. Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate local, state, and federal laws. Violation

of local, state, and federal laws will be reported to the proper enforcement authorities.

6. By accessing the district's Internet, computers and network resources, users acknowledge awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and may use tracking systems to track and recover lost or stolen equipment. (Chromebooks, iPads)
7. Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends or family.

Acceptable Use

1. All use of the computer and communications equipment must be in support of educational and research objectives consistent with the mission and objectives of the School Department.
2. Proper codes of conduct in electronic communication must be used. All users are representing the Rochester School District and must use polite and respectful language in any dealings through this equipment.
3. Use network etiquette, be polite, and use network resources in a safe and legal manner.
4. Use of the network is a privilege, not a right.
5. Confidential information will be sent under a secure medium.
6. Protect your own data.
7. Use extreme caution to verify messages go to the correct address/user.
8. Any software/hardware must be pre-approved by the CIC Staff.
9. Immediate notification to CIC Staff of a system compromise (Virus, Trojan, hackers, unauthorized access, etc.).

Use of Home/Personal equipment or software can only be used on BYOD (Bring Your Own Device) network or as stand-alone devices. The school district assumes no liability for personal equipment and services.

Unacceptable Use

Prohibited activities include, but are not limited to, the following:

1. Users will not obtain, or provide to others, illicit copies of copyrighted software or documents. Only software provided by or approved by the Rochester School District may be installed on a School District computer. Users will not download or install software, or upgrade to approved software already installed unless directed to do so by the Superintendent or his designee(s). Users will not download or install any unauthorized software, including freeware and shareware, on School District computers.
2. Users will not use the computer network to attempt to gain unauthorized access to any computer or communications system.
3. Users will not use the computer or communications equipment to give out any personal information about another person.
4. Any use of the computer or communications system for commercial, advertising, profit, or political purposes is prohibited.

5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious or mischievous use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, profanity, obscenity, racist and other antisocial behaviors are prohibited on the network.
9. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or a file dangerous to the integrity of the network is prohibited.
10. Use of the network for any unlawful purpose is prohibited.
11. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
12. Establishing network or Internet connections to live communications, including voice and/or video (relay chat) is prohibited unless specifically authorized by a teacher and a system administrator.
13. Sending offensive email (racist, pornographic, or otherwise inappropriate).
14. Harassment, intimidation, threatening or engaging in any illegal activity.
15. Sending proprietary or confidential information to any unauthorized person.
16. Allowing other users access to your password or account.
17. Make changes to the operating system or networking settings.
18. Open up devices for repairs, etc.
19. Use of gambling, pornographic, or online actions sites/programs.
20. Tampering with any communications devices, i.e.; computers, phones, etc
21. Hanging of wiring, connections, or placement of computer resources is prohibited.
22. Use of school resources for any cheating or academic dishonesty.
23. Use of any hacking, cracking, password cracking, scanners, or any other hacking or network discovery tools.
24. Attempting to circumvent any security.
25. Starting any denial of services attacks.
26. Any unauthorized access to include wireless devices or any other communication devices.
27. Use of email systems or accounts other than those approved by the CIC staff and Superintendent.
28. Attempts to use the district's system for Unauthorized solicitation of funds; distribution of chain letters; unauthorized sale or purchase of

merchandise and services; a collection of signatures; membership drives; transmission of any materials regarding political campaigns.
29. Saving inappropriate files to any part of the system, including but not limited to: Music files, movies, video games of all types, including ROMs and emulators, offensive images or files, programs that can be used for malicious purposes, and any files for which you do not have a legal license, any file which is not needed for school purposes or a class assignment

Disclaimer

1. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
2. The School Department will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
3. The School Department makes no warranties (expressed or implied) with respect to;

a. The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
b. Any cost, liability, or damages caused by the way the user chooses to use his or her access to the network.

Guest Access to the Network

1. Users must utilize the district's wired and wireless networks for access to the Internet in school district facilities using school district equipment. Guest users must utilize the district's wireless network BYOD to gain access to the Internet in school district facilities.
2. No other method or means of Internet access (i.e. USB modem, MiFi router, personal Internet access, open WiFi networks, etc.) is permitted while simultaneously connected to a district network or while using a district technology resource.

Content Filtering

1. The Rochester School District uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA).
2. Upon request by staff, the Computer Department, under the direction of the Superintendent, shall review and may authorize the disabling of Internet blocking/filtering software to enable access to specific educational-related material that is blocked through technology protection measures, in accordance with applicable law and safe networking practices to protect the network.
3. Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21,

2000. The Commission issued an amended Rule on December 19, 2012, that became effective on July 1, 2013.
4. Each staff member has a firewall bypass account based on their position. These accounts shall not be shared with students or guests and will be supervised by staff members at all times.
The School Department reserves the right to change its policies and rules at any time.
(School Board Policy EHA, amended September 10, 2015)

FORMS FOR FAMILIES TO SIGN AND RETURN

Rochester School Department 2022-2023

Rochester School Department
Chromebook Usage Agreement 2022/2023

Student Name:_____
Chromebook Number and/or Serial Number: _____
This Chromebook Usage Agreement is to enable students to use a device for the duration of the school year. The student agrees to use this device for educational purposes only consistent with the mission of the Rochester School Department. Damage and/or destruction of this property will be the financial responsibility of the student.

Guidelines for Use of the Chromebooks

● Rochester School Department retains control, custody, and supervision of all devices owned by the Rochester School Department.
● Once the device is issued to the student, the student is responsible for it at all times. The normal school rules of showing respect for property apply to the care of the borrowed devices.
● The school-issued devices should never be left unattended. The device should be in the possession of each student or secured in a locked location at all times.
● Any inappropriate or careless use of a school-issued device needs to be reported immediately to the Rochester School Department Computer Information Center. Misuse will result in the device being taken away for a period of time that will be determined by the school.
● The Rochester School Department reserves the right to monitor all activity on this device by the student(s) accessing it. Students have no expectations of privacy in their use of school-issued devices, including email and stored files.
● Any inappropriate use of the device will result in use privileges being taken away for a period of time.
● The device should be kept clean at all times, free of marks and stickers.
● The device should be protected from the weather and extreme temperatures.
● The device should be used on a flat, stable surface. A fall could easily damage the device.
● The device should not have heavy items placed upon it.
● Students are to shut their devices off when not in use.
● Students who fail to abide by these guidelines will have their rights to use the device suspended or revoked.

● Students who steal, vandalize, or wilfully destroy their school-issued devices will be held financially responsible for them.
● Devices that are not returned will become a student's financial obligation to the Rochester School Department.
● Please be sure to also return the Chromebook charging cable, as this will be included in your financial obligation.
● Please report stolen devices as they will be referred to the Rochester Police Department.

Destroyed Chromebook (device is damaged beyond repair): $150.00
Damaged Chromebook (device can be repaired by IT staff): $50.00

Lost charging cord: $20.00

I, _____, have read, understand, and accept the above conditions of use of this Chromebook.
(Student Name)
Parent or Guardian
Signature:_____Date:_____
- -
This portion will serve as your receipt upon return of the Chromebook and charging cable.
Chromebook number and/or Serial number: _____
Do not accept return without device charger
Student Name: _____
Received by: _____
Date Received: _____

FAMILY & STUDENT ELEMENTARY HANDBOOK ACKNOWLEDGMENT

Rochester School District 2022-2023

Signing below indicates that I have read, understand and consent to the terms outlined in the 2022-2023 Student/Parent Handbook and Acceptable Use and Internet Safety

Name of User/Student: (Please Print): _____

Home phone: _____

School of Attendance: William Allen School

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those documents.

Signature of User/Student: _____**Date:** _____

Signature of Parent: _____**Date:** _____