

Hampstead Central School



2022-2023 Student & Parent Handbook

Visit the Hampstead Central School website at

www.hampsteadschools.net

*Easy access to HCS news, information, handbooks,
menu, calendar, student creations, and more!*

***Please note that the information contained in this document is subject to change and is
not a complete listing of policies and procedures at Hampstead Central School.***

Updated: 8/4/22

Mission of the Hampstead School District and Hampstead Central School

The Hampstead School District embraces the ideal that *all children have equal access to appropriate, meaningful instruction*. Our **MISSION** is to *provide challenging educational experiences that prepare all students to succeed to their individual potential in a changing world*.

The **MISSION** of the Hampstead Central School is to *create a school culture that fosters a love of learning as we prepare all students for their future. Through a collaborative academic and integrated arts environment, students will thrive as they develop intellectually, physically, socially and emotionally*.



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Admission and Withdrawal Procedures

School Entrance Requirements

A child eligible to enter school must be five years old for public Kindergarten and six years old for Grade 1 on or before September 30th of the entering year. Parents must provide proof of residency in accordance with [school board policies](#).

Upon entering, each child is required to present a birth certificate and a certification of immunization against DPT, polio, measles, mumps, rubella, chicken pox, and hepatitis B, as well as haemophilus influenzae type b (HIB) for preschool age, or a notarized certificate of exemption.

There is an open house for all parents and students prior to the opening of school.

School Entrance Screening

It is highly recommended that all children new to Hampstead Central School preschool, Kindergarten or first grade participate in the screening process in late spring or summer prior to the start of the school year. Children entering HCS in preschool, Kindergarten, or first grade are given a developmental screening as well as a speech and language screening during the spring prior to school entrance.

For students who transfer to HCS from another municipality, we will work with their prior school to determine social, emotional, and academic levels. Some additional screenings may occur.

Students enrolling during the school year will be screened at a time convenient to the family and school personnel.

The results of the screening will give an indication of the child's present social, emotional, and academic levels. The information will be used to formulate a recommendation for school placement that will be most suitable for the child.

Admissions

According to state law, every child between six and eighteen years of age shall attend the public school within their district.

- Children entering preschool through grade four are housed in the Hampstead Central School.
- Grades five through eight attend Hampstead Middle School.
- Hampstead's high school students are enrolled at Pinkerton Academy in Derry, New Hampshire for grades nine through twelve.

Parents or guardians of incoming students are required to complete registration forms and a [Request for Records](#) form. This process will be completed online with [PowerSchool](#).

PowerSchool

[PowerSchool](#) is the online tool the district uses to submit and track student information, including enrollment forms. A parent/guardian can access the program through computer, tablet, or other mobile devices.

- When starting the program for a new enrollment, a parent/guardian of new students will create an account and begin the registration process. This should not start until there is certainty that the child will be enrolling at Hampstead Central School.
- Parents/guardians of returning students will receive an email with a link that brings them to the essential forms to be updated every August. Many of the fields are pre-populated and transfer from child to child, reducing the time spent filling out forms.
- Students' start of school can be delayed if information in PowerSchool is incomplete.

Withdrawal

If a student is withdrawing from Hampstead Central School, the parent or guardian needs to complete forms that legally authorize the release of school records. These forms should be completed as soon as the move is certain. The school will release an official school transcript, including academic records, attendance records, standardized test scores, and health records. These records will be sent directly to the principal of the new school.

This form is typically signed off in the main office during the school year or the summer.

- During the school year, the main office is open daily 8am - 4:30pm.
- During the summer and vacation weeks, the main office is open Monday through Friday from 9am to 3pm.
- The main office is closed for all holidays as noted on the school calendar.

Classroom and School Programs

These opportunities are available as part of our diversified program:

Classrooms

Hampstead Central School has classrooms that begin with preschool and continue through fourth grade.

The breakout of classrooms include:

- ❖ 2 preschool classrooms
 - Each classroom has two half-day preschool groups.
 - There is a morning group that meets 5 days per week.
 - The other morning group meets 4 days per week (Tue-Fri)
 - There is an afternoon group that meets 4 days per week (Mon-Thu)
 - The other half day group meets 3 days per week. (Tue-Thu)
- ❖ 5 Kindergarten classrooms
 - Three of the classrooms have a full day program.
 - The other classroom has two half day preschool groups (AM & PM)
- ❖ 17 classrooms in grades 1-4
 - 5 grade one classrooms
 - 4 grade two classrooms
 - 5 grade three classrooms
 - 4 grade four classrooms

Hampstead Central School 2022-2023 Classroom Teachers

Preschool

Mrs. Susan Adams	(Half-day PS AM & PM)
Mrs. Joanne Mahoney	(Half-day PS AM & PM)

Kindergarten

Mrs. Elaine Lacourse	Half-day K AM & PM
Ms. Julie Pekalsky	Full day K
Mrs. Lisa Smith	Full day K
Mrs. Maggie Garside	Full day K

Grade 1

Ms. Kaitlyn Gallant
Mrs. Jennifer Remillard
Mr. Brian Restuccia
Mrs. Shelbie Russell
Mrs. Sia Whitehead

Grade 2

Mrs. Kara Gordon
Mrs. Mary Anne Lazzaro
Mrs. Marla Proulx
Ms. Amanda Welvers

Grade 3

Mrs. Maureen Eaton
Mr. Adam Hathaway
Ms. Katie Cipriano
Ms. Michelle Carberry
Ms. Sophia Poulin

Grade 4

Mrs. Heather Burkett
Mrs. Wendy Morin
Mrs. Samantha Rodrigues
Ms. Kayla Dustin

T.E.E.C.H. Preschool Program

T.E.E.C.H. is an acronym for Transdisciplinary Early Education Classroom in Hampstead. The Preschool program is a regular education preschool program which includes children with a variety of special needs along with their typical peer models. Our Preschool program includes consultation and team planning by the Early Childhood Classroom Teacher, Early Childhood Special Educator, Speech Language Pathologist, Occupational Therapist, Physical Therapist, Behavior Specialist, and School Psychologist.

The preschool curriculum is based on the developmental needs of children ages three to five years. The Self-Help, Social Development, Motor Skills, Early Literacy, and Early Math curriculum is based on the needs/development of the typical students. Adaptations to our program/curriculum are made for the identified students, as appropriate. We provide a curriculum that is designed to be developmentally appropriate so that each child can achieve success at his/her own level and progress at their own pace. Our curriculum is aligned with the state guidelines, as well as the Hampstead Central School's Kindergarten curriculum, to help provide a smooth transition between programs.

We offer four classroom groups. Each group is open to children who will be three or four by September 30th. These classes are open to children entering preschool for the first time as well as children preparing to enter Kindergarten the following year

AM Preschool is in session five mornings a week – 9:00 to 11:30 AM

PM Preschool is in session five afternoons a week 12:20 – 2:50 PM

For the 2022-2023 School Year programs include

3 Day AM T, Th, F

4 Day AM M, T, Th, F

4 Day PM T, W, Th, F

5 Day PM M, T, W, Th, F

The morning programs are designed for three and younger four year olds. The afternoon programs are designed for children who will be attending Kindergarten the following fall.

There is a tuition cost for preschool. This is based on the program in which the child is enrolled.

Program	Deposit	Monthly Payments x10	Total Tuition
3 Day AM	\$200	\$100	\$1200
4 Day AM or PM	\$200	\$180	\$2000
5 Day PM	\$200	\$230	\$2500

*There are needs-based reductions available for families. Please contact the principal to confidentially review your options.

Kindergarten

The Kindergarten program provides a child-centered learning environment that enables children to grow intellectually, socially, physically and emotionally in a manner appropriate to their age and stage of development. Students will be provided with rich experiences in emergent literacy and language skills, math, science, social studies, music and art; with an emphasis on concrete hands-on multisensory learning. The safe, supportive Kindergarten environment strives to build independence, nurture self-esteem and foster a love for learning.

The curriculum used in full day K is an extended version of the half-day program.

Hampstead Central School offers Kindergarten for all children who are five years of age on or before September 30 of the current school year.

- There is no tuition for children in half-day Kindergarten.
- The tuition rate for full-day Kindergarten is \$4500 per student
 - The rate includes a \$300 deposit and \$4200 paid throughout the school year.
 - Tuition reduction is available upon request and qualification standards determined by the school. Contact the principal to begin the process.

Kindergarten School Day

Half-day Kindergarten

The morning session begins at 9:00 and dismisses at 11:35.

The afternoon session begins at 12:35 and dismisses at 3:25.

Full-day Kindergarten

The full day session is the same as grades 1-4. Beginning 9:00 and dismissing at 3:25.

Kindergarten School Year

The Kindergarten schedule will align with the elementary and middle school schedule in Hampstead.

Early Release Days for Half Day Kindergarten

- ❖ On early release days, we will alternate Kindergarten classes. Students who attend will have lunch at school and be dismissed at 12:45 to align with the full school dismissal.
- Wednesday, September 28- AM K Attends
- Wednesday, October 26- PM K Attends
- Monday, November 7- AM K Attends
- Wednesday, December 14- PM K Attends
- Wednesday, February 15- AM K Attends
- Wednesday, April 5- PM K Attends
- Wednesday, May 17- AM K Attends
- Last Day of School- Both AM and PM Attend

Kindergarten Transportation

Bus transportation is provided for all Kindergarten children.

Half-Day K Bus

- ❖ AM Kindergarten children are provided a bus to school along with all other HCS students each morning.
- ❖ Half-day midday bus: HCS offers a midday Kindergarten bus to take home the AM students and pick up the PM students. The route is redesigned each year based on the students participating in this unique bus of only Kindergarten students.
- ❖ PM Kindergarten children are provided a bus home along with all other HCS students each afternoon.

Full-Day K Bus

The full-day Kindergarten school day will follow the same time frames and routines as our students in grades 1-4. Students in Kindergarten may ride the bus.

Library

The school library program supports both teaching and learning by fostering a love of reading and helping students and teachers grow into effective and ethical users of information and technology.

Our library is staffed by a full-time Library Media Specialist and a part-time Assistant Media Generalist who work with students and staff throughout the school day. Most classrooms visit the library once a week to exchange books. Library staff also visit classrooms to share read-alouds, support research projects, and offer makerspace opportunities.

The library collection contains materials in a variety of formats to intrigue and inform our students. Resources which are appropriate for the age, ability level, and social-emotional development of our students include picture books, early readers, chapter books, graphic novels, and a wide range of nonfiction titles. Students and staff may also have access to online resources such as the PebbleGo database, the WorldBook Online encyclopedia, TrueFlix ebooks, the SORA Overdrive juvenile audiobook and ebook collection, and BrainPop video content.

Library Standards

- ❖ Appreciate literature and pursue knowledge related to personal interests
- ❖ Access information efficiently and effectively (inquire, think critically and gain knowledge)
- ❖ Evaluate information critically and competently
- ❖ Use information accurately, creatively and ethically
- ❖ Practice digital citizenship that benefits self and global community
- ❖ Take risks and grow STEAM (Science, Technology, Engineering & Math) skills within the library makerspace

School Counseling Program

Elementary school years set the tone for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, school counselors work as a team with the school staff, parents, and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success.

Hampstead Central School has a full time school counselor for the purpose of providing a broad base of specialized services for parents, students, and teachers. The school counselor also provides consultant services to the professional staff.

Social Emotional Classes

The school counselor will provide social/emotional learning to classrooms (K-4) throughout the school year. The classroom topics are also covered by grade level teachers to best meet students' social/emotional needs.

Hampstead Central Schools utilizes the *Second Step* curriculum to help students learn a variety of social/emotional skills to build a positive classroom and school community. Topics include conflict resolution, communication skills, decision making skills, personal safety, skills for learning, managing emotions, empathy, compassion, positive self-esteem, positive self-image, and coping skills. To learn more about the program, refer to their web site

<https://www.secondstep.org/>

Social Emotional Groups

Whenever a student or parent has an issue requiring professional advice, the school counselor will provide support or suggest other appropriate agencies. Some of the responsibilities of the school counselor include:

- ❖ Orientation and placement of new students
- ❖ Facilitating group guidance discussion with students having similar concerns
- ❖ Individual guidance discussions with students and or parents
- ❖ Instructing the *Second Step* guidance curriculum
- ❖ Serving as a Member of the RtI (Response to Intervention) teams
- ❖ Providing community resources, developmental education, and intervention strategies
- ❖ Providing assessment and appropriate referrals for students needing additional services
- ❖ Responding to crisis situations and coordinate intervention efforts
- ❖ Consultation with faculty
- ❖ Organizing orientation programs for parents and students in preparation of fourth graders entering the Middle School
- ❖ Screening and entry placement team
- ❖ Other consultation services as needed

Unified Arts

The Unified Arts program includes classes in Art, Library, Computer, Music and Physical Education. Some classes meet weekly, while others meet more often. The students travel to their UA classes as a homeroom group. Parents can procure an UA schedule from their child's homeroom teacher. These arts programs are integrated into most classroom curriculum areas, providing an arts- enriched learning experience.

Art

Art at the Hampstead Central School is an introduction, exploration, and refinement of fundamental art skills and art history. Students are given the opportunity to work in a wide variety of media including painting, ceramics, drawing, printmaking, sculpture, and collage. Emphasis is placed on the creative process. It is during the creative process that students are stimulated and challenged into genuine intellectual and creative growth. Art lessons are built upon a multidisciplinary approach. Often students' studies in the 'regular' classroom will be reflected and supported by a lesson in the art room. Students will have one or two art classes per week in grades K-4.

General Music

The HCS music program is based on a child-centered curriculum in which movement, speech, song, and instrumental playing are integrated to experience the fundamental elements of music. Students develop music literacy and understanding through activities in singing, listening, moving, improvising, reading music, critical thinking, and meaningful assessment. Students engage in the thematic programs and activities to build connections to other curriculum areas. Students will have one or two music classes per week in grades K-4.

Chorus

The HCS Chorus is an ensemble experience for all children in the third and fourth grades. This is their opportunity to explore their potential as musicians and to discover their ability to achieve excellence through the joy of singing. The ensemble uses choral repertoire of the highest artistic value to support the development of the voice and to build the singer's music vocabulary. The Chorus program offers a sequential curriculum that includes ear training, vocal techniques, rhythm, form, reading, and improvisation. Aural, visual, and kinesthetic activities are used to support the learning of the fundamental principles of singing. In addition, critical and creative thinking questions are used to involve the singers in the evaluation process of tone color, quality of sound, dynamics, diction, and intonation. Students will have one chorus class per week in grades 3-4.

Physical Education

Physical Education at HCS provides an opportunity for students to engage in developmentally appropriate movement challenges. PE provides an environment that promotes cooperation, self-esteem, and personal well-being. The PE curriculum is aligned with the New Hampshire State and National PE Standards as established by the National Association for Sports and Physical Education. Students learn the concepts of physical fitness and lifetime skills to help stay physically fit. Critical and creative thinking skills are used in PE classes and integrated with other curriculum areas. Students work on the development of motor skills and are introduced to team sport concepts. A “if you had FUN- you WON!” mentality is cultured in the PE program. Students will have two Physical Education classes per week in grades 1-4 and three in Kindergarten.

HCS PE also promotes the **5-2-1-0 Healthy NH** wellness program. The emphasis is to have children eat **5** fruits and vegetables each day, **2** hours or less of TV and non academic screen time, **1** hour or more of physical activity and **0** sugary or sweetened beverages. Additional information about the 5-2-1-0 Healthy NH program can be found at: healthynh.com.

Students are expected to actively participate in PE. For students returning to school following illness or injury, modifications to the PE program can be made by parent request and consultation with the school nurse. If restrictions or limitations are needed for more than two days, a physician's note delineating the degree of restriction or modification is necessary. For example, a student returning to school with a fractured arm that is casted should be able to participate in a modified PE program instead of having to sit out altogether. HCS has a form for the physician to complete if extended modifications are needed. The form 'Readmission after Injury' can be downloaded from the HCS website.

Technology

Technology lessons are integrated with the students' classroom curriculum.

Students will have one technology class per week in grades K-4. The Technology curriculum includes skills and topics including:

- Internet Safety
- Digital Literacy
- Computing Basics
- Productivity Applications- Google
- Apps for Education
 - Word Processing
 - Spreadsheets
 - Presentation
 - Forms
- Technology Ethics
- Keyboarding
- Computer Science/Coding
- Web 2.0 Tools
- Minecraft for Education
- Robotics
- STEM Activities
- 3-D Printing

Response to Intervention

Response to Intervention (RtI) model is a framework consisting of three tiers of service that is focused on identifying and resolving student academic and behavioral difficulties in order to ensure that all students have the opportunity to learn at their highest levels. The HCS RtI Model provides high quality instruction matched to student needs, frequent and targeted collaboration with staff, and appropriate placement of students through a variety of assessments.

HCS has been successful with the Three-Tier Model of reading and math support for a number of years. This model is a research-based instructional approach designed to meet the needs of all students, yet provide assistance to students in need of additional reading, math or social-emotional support. The ultimate goal is to provide instructional approaches so each child will reach or exceed grade level expectations.

TIER I - All students receive Tier I, the same basic yet differentiated instruction or support.

TIER II - Some students need a little bit of extra time with targeted instruction or support to meet grade level expectations. Tier II intervention is typically small group support in the classroom or with a specialist.

TIER III - A few students need more intensive assistance in a smaller group with specialized instruction or other support. Tier III intervention is small group instruction directly from one of the school's academic specialists.

TIER CHANGES ARE EXPECTED !

It is expected that students will transition in and out of the 2nd and 3rd tiers as their needs change. If Tier II or III support results in positive responses to the interventions, support may be pulled back as the student demonstrates growth toward their grade level expectations.

RtI Behavior Intervention

Some students may require additional support and teaching around behavior and social skills to be successful in the classroom. We have a multi-tiered approach to supporting students in the area of social emotional development.

Tier I Behavior

All students access Tier I instruction in the classroom through our social emotional curriculum, *Second Step*. *Second Step* is research-based, teacher-informed, and classroom-tested to promote the social emotional development, safety and well-being of children from Early Learning through Grade Eight.

Tier II Behavior

For students needing additional support in the area of behavior, they may receive support in the classroom or with the school counselor. *You will be notified if your child accesses Tier II or Tier III behavior interventions.*

Tier III Behavior

Students who are not yet meeting social, emotional, and behavioral benchmarks may benefit from a Tier III support. Tier III consists of additional individualized instruction with the school counselor, school social worker and/or the school psychologist.

Academic Rtl (Response to Intervention)

We utilize standardized assessments such as *iReady* (Math and Reading) and *DIBELS* (Dynamic Indicators of Basic Early Literacy Skills). We also rely heavily on formative and summative classroom assessments in order to identify students who may struggle with instructional skills or concepts. For those students, additional time in a content area or re-teaching may be done with Tier II or Tier III support.

Tier I

The Rtl model begins with Tier I, high quality classroom instruction that is consistent and available to all students.

Tier II

Based on performance, some students will need targeted instruction. In such cases, classroom teachers provide Tier II instruction which occurs in small groups within the classroom and has a deeper focus to help students improve their skills in order to meet grade level expectations. Tier II groups are typically 15-30 minutes each day. It is common for students to remain in Rtl groups for six to eight weeks and then reassessed on progress made with skills and concepts that were taught. Parents are notified if their child requires Tier II intervention.

Tier III

Tier III intervention is available for students who have not yet made expected progress in Tiers I and II. Tier III intervention is small group instruction directly from one of the school's learning specialists. Goals are specific and closely monitored for progress. Tier III groups are typically 25-45 minutes daily. Teachers and staff meet bi-monthly to examine student progress and determine if there is a continued need for intervention.

Title I

Part of the funding for Response to Intervention, comes in the form of Title I funds. Title I is a federally funded program which is designed to help students reach the high standards identified by the state of New Hampshire and the goals of the Hampstead School District. Title I services include both literacy and math. These services are substantially similar to the supports found in Tiers II and III.

Special Education

If a child is not adequately responding to Tiers I, II, or III in academics or behavior, he or she may be referred to the Special Education Team. Referrals to special education typically come from the classroom teacher, school counselor, or a student's family.

Upon referral, the Special Education Team will meet to discuss the child's strengths and learning needs. The team will include the child's parents or guardians. The team will decide if further testing is necessary.

It is important to note that while a child is going through the special education referral process, their current levels of support with RtI continue.

English Language Learners (ELL)

As part of registration, families will fill out a Home Language Survey. The results of that survey will determine if a child will be screened for ELL services. Parents will be notified of their child's eligibility within 30 days of the start of the school year, or within 14 days of enrollment. They will be given an explanation of the ELL program and a permission/decline form. If there is a need, interpreters and/or translators will be provided to families.

An ELL team will be created to plan the student's course of services. This team will include the ELL teacher and the classroom teacher. It may also contain an administrator or counselor and any other involved parties.

Parents have the right to remove the child from ELL services at any time. They may also choose to enter their student in the program if they had previously declined.

Upon placement in the ELL program, the ELL teacher will gather background information on the student to assist all teachers involved in addressing the student's needs academically and socially. Students will be given services with an ELL teacher, typically within their classroom depending upon the level of student need.

A letter of continuing services, transition into monitored status, or exit from the program will be sent to the parents annually in the spring. Students continue to receive ELL services until they pass a state mandated ACCESS test that is given annually in the winter assessing the domains of writing, reading, listening and speaking.

Ventures

The district's Ventures program is designed to address the unique learning needs of students with exceptional intellectual aptitude and/or a high level of creativity, competence or talent in a specific area. The philosophy of the program is to promote innovative higher order thinking, to enhance learning experiences, and to challenge children beyond the existing grade level expectations. This ongoing commitment is achieved by offering a continuum of options and services, which may include any and/or all of the following options to address student needs: pull-out or push-in instruction, co-teaching, acceleration, enrichment, compacting, competitions, novel studies, independent projects, curricula extensions, or project-based activities including STEAM (Science, Technology, Engineering, Art and Math) challenges that are connected to the curriculum.

The Ventures teacher is a specialist that will be a facilitator who will work directly with students and with the classroom teacher in overseeing educational objectives. The goal of Ventures, through the combined efforts of classroom teachers and Ventures specialists, is to have gifted, talented, and high-potential children appropriately challenged and actively supported within a shared classroom environment. If you are interested in your child being part of Ventures, please reach out to your child's teacher or administration.

Spanish Language Program

Our Spanish Language Program is based on an approach to learning that allows students to develop basic communicative skills in the Spanish language while reinforcing and enriching content in other disciplines. Spanish instruction is delivered in an encouraging learning environment where the language directly relates to the students, reflecting their needs, interests and everyday life.

Our Spanish Language Program is based on the National Standards for Foreign Languages (supporting the five areas of; communication, connections, comparisons, communities and cultures) and the Hampstead School District curriculum. The program will develop students' Spanish language proficiency by a content-connected and standards-based program that uses an interdisciplinary approach to deliver both language and content-rich instruction through communication. The program will consist of 1-2 classes per week in Kindergarten-Third Grade. The program is based on research from The American Council of the Teaching of Foreign Language (ACTFL) which supports engaged learning of content through language usage.

The Hampstead PTSA (Parent/Teacher/Student Association)

The Hampstead PTSA is a non-profit volunteer organization whose mission is to enhance and support the educational environment of the students, school staff and families of Hampstead.

The Hampstead PTSA has committed itself to helping parents understand the importance of supporting our children in school activities, and encouraging parents and community members to be informed about education issues in order to understand and support our school system.

The Hampstead PTSA is a joint effort supporting both Hampstead schools. This includes students in preschool, Kindergarten and grades 1-8.

In order to support children and families, our PTSA sponsors programs such as:

- Student after school enrichment classes
- Box Tops for Education
- Project Respect
- National Reflections Program
- Internet Safety
- Jingle Bell Shop
- BINGO for Books
- Field Trip Transportation
- Classroom Consumables
- Earth Week
- Child Advocacy
- Halloween Party
- Beautiful Lengths
- Movie Nights
- Reproducible Art

The PTSA provides opportunities for the students, and needs help from parents, guardians and teachers to continue to make the PTSA the best it can be! Please email the PTSA at info@hampsteadpts.org if you have any questions, comments, or would like to be involved.

Please check out their website for up to date information:

<http://www.hampsteadpts.org/home>

Volunteers

We welcome the opportunity to work with volunteers at the Hampstead Central School. The mission of the volunteer program is to provide opportunities for parents and community members to participate in the education of our children. We provide the school with a resource of interested, dependable people by assisting teachers and staff in creating a more effective school. Your help, regardless of the number of hours, is greatly appreciated by the administration, staff, and the students. Volunteers have to go through our vetting process.

The volunteer interest survey can be found in your child's school registration in PowerSchool and applies to the Hampstead Central School only. This volunteer application is not affiliated with the

PTSA. All volunteers must apply through our online system and go through a vetting process. Once that is completed, you will be contacted as opportunities arise. The vetting process can take a few weeks and includes reference checks and fingerprinting. Please check all boxes that are of interest to you. Volunteers must complete a new Volunteer Form at the start of each school year but only need to be vetted if it has been more than 12 months since their last volunteer opportunity.

Questions? Please contact HCS Principal, Dr. Cheney, by phone at 603-329-6326 x1104 or email: cheneyt@hampsteadschools.net

Extended Day Care Options

Southern District YMCA/Camp Lincoln School's Out Before and After School Programs

The Southern District YMCA, in cooperation with the Hampstead Central School, operates a before and after school program every day that school is in session.

The program is housed within the Hampstead Central School building, primarily in the cafeteria/gymnasium. Current School's Out program options are:

1. Morning program opens at 6:45 am and continues until 8:45 am, the start of the HCS school day. The morning program includes a balanced breakfast.
2. Afternoon program begins at 3:25 and stays open until 6:00 pm. The afternoon program offers engaging activities which include daily clubs, free time, homework time, and physical activity. All children are given a healthy snack each afternoon which includes fruits and vegetables.

School Day Interruptions

- When there is a delayed school opening, there is NO MORNING PROGRAM. This typically occurs a few times each school year.
- If there is a planned early release, the after school program begins at 12:45 pm and continues through 6:00 pm. Refer to the school calendar for all planned early release days.
- If school is released early due to weather conditions, the afternoon program is canceled as well. This is a rare occurrence.

School Day Vacations

- The Southern District YMCA also runs Vacation Camps during planned school vacation weeks. This program is open to all Hampstead Central School children whether or not they are enrolled in the before and/or after school programs.
- These camps consist of fun, engaging and educational trips that run through school vacation weeks. For more information on vacation camps, fees, and availability, please visit their website at www.sdymca.org or call their office at (603) 642-3361.

Other Extended Care Options

There are other programs in the area that have extended day care options for Central School students. Please contact each program to find out more about their offerings.

- Ages and Stages, (603) 329-6122
- Beginnings and Beyond Preschool, (603) 329-0124
- Hazel Drive, (603) 329-9600
- Mud Pies & Make Believe, (603) 378-9320
- Stepping Stones, (603) 329-8215
- Hampstead Village Preschool, (603) 382-3696

Selected Policies & Procedures of Hampstead Central School

This section highlights a few policies and procedures that are significant to HCS students and families. You can refer to all policies and procedures [here](#) on our website.

Access to the School Building

When visiting Hampstead Central School during the school day, entrance will be through the main lobby only. The entrance is monitored by cameras and visitors will identify themselves and be admitted by office staff. All visitors are **required** to sign in at the main office and display a visitor badge at all times. Upon leaving the building, sign out at the office is required. Anyone who fails to follow procedures will be asked to leave and may be escorted out of the building.

Asbestos

The Hampstead Central School is currently reviewing a recent report about the presence of asbestos in the building. Any questions regarding asbestos containing materials should be directed to the principal.

Student Attendance

School Hours: The school hours are 9:00 am to 3:25 pm.

Kindergarten half-day sessions are: • Morning: 9:00 am - 11:35 am • Afternoon: 12:35 pm - 3:25 pm	Preschool sessions are: • Morning: 9:00 am - 11:30 am • Afternoon: 12:30 pm - 3:00 pm
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HCS staff begins supervision at 8:45 am, with the unloading of students from buses and cars. Students may not be dropped off or left unsupervised in the building or on school grounds until 8:45 am.

Student Attendance, Absenteeism and Truancy Absences

[For the full district policy please click here.](#)

New Hampshire State Law requires that school-aged children enrolled in the Hampstead School District attend school during the days and hours that school is in session. The School Board has policies and procedures that adhere to State Law. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The Board recognizes that absences from school may be necessary at times. Students between the ages stated in NH RSA 193:1 are required to maintain regular and punctual patterns of attendance.

Each building principal is responsible for overseeing attendance procedures and for ensuring that:

- Attendance is accurately checked, recorded, and reported to the school office each day for each class.
- All student absences are recorded. This includes tardies, dismissals and absences.
- All permanent records of student attendance are maintained at the school district.

The principal or a principal's designee will be designated as the district employee responsible for overseeing truancy issues. For students identified as being truant, their parent/guardian will be contacted by either a school official and/or truancy officer.

School Attendance Definitions

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one half hours of instructional time. The definition of a "half-day absence" is granted to the school district under NH RSA 189:35-a. Any absence of more than three and one half hours of instructional time shall be considered a full-day absence.

A full day absence is defined as a student missing more than three and one half hours of instructional time.

The Board recognizes two types of absences from school: *excused* and *unexcused* absences. The definition of an "excused absence" is granted to the school district under NH RSA 189:34 II(a).

1. Illness or injury as communicated by a parent/guardian/or physician, and if necessary, documented in writing when requested by a principal
2. School sponsored absence
3. Required court attendance
4. Medical and dental appointments
5. Death in the family
6. Observation or celebration of a bona fide religious holiday
7. Planned extended absences
8. Absences approved by the Superintendent under NH RSA 193:1, 1(c)
9. Suspensions as authorized by the Principal and/or Superintendent
10. Absences as a result of waivers from the Superintendent for alternative learning plans under NH RSA 193:1.1(h).

11. Family Obligations/Educational Opportunities

12. Additionally, if a day of instruction has been called per the Superintendent as part of the Online Learning/Blizzard Bag Day, and a student fails to complete the work, the student will be marked as an excused absence for that day.

Unexcused Absences: An absence that has not been excused for any of the reasons above will be considered an unexcused absence.

Truancy (NH RSA 189:35-a): Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence as defined by the school district granted under NH RSA 189:34 II(a).

Ten half-days of unexcused absences during a school year constitutes habitual truancy, as defined under NH RSA 189:35-a II.

Special Requests Regarding Student Attendance

A parent/guardian seeking to have his/her child absent for a reason that is not otherwise excused may file a written request with the principal that specifies why the student will be absent and for how long.

- The principal will make a determination as to whether the stated reason for the student's absence constitutes sufficient reason for granting an exception to the Policy. The principal will notify the parent/guardian of his/her decision. If the principal determines that an exception to the policy is not warranted, the parent/guardian may request a conference with the principal to request that the principal reconsider his/her initial determination.
- Family Vacations are an important yet difficult to balance between family and school schedules. Parents/Guardians are expected to contact the school principal for approval at least two weeks in advance of a family vacation or an educational opportunity.
- Parents have the ability to appeal school attendance decisions made by principals to the Superintendent's Office, and if needed, to the School Board.

Intervention Process to Address Attendance and Truancy Issues

The principal or principal's designee shall ensure that the administrative guidelines on attendance properly address the matters of attendance and/or truancy by including a process that identifies students who are habitually truant, as quickly as possible.

Student Attendance Monitoring

Each school principal is responsible for overseeing attendance procedures and ensuring that:

- Attendance is accurately checked and reported to the school office daily.
- All student tardiness, absences, and dismissals are recorded.
- Permanent records of student attendance are maintained by the school.

Student Attendance Team

Hampstead Central School has an attendance committee to monitor all student attendance. The team consists of specific staff members:

- Administrators - Principal & Assistant Principal
- HCS Professional Staff - School Counselor, Nurse and School Psychologist.
- District Professional Staff - Social Worker and School Resource Office.
- HCS office staff - An office administrative secretary responsible for documenting daily attendance information.
- The team may include other staff members as selected by the principal.

The team will meet quarterly or more if warranted. Members on the team will be responsible for reviewing attendance patterns and reaching out to families as needed. The team will review attendance data and determine if any concerns or issues need to be addressed. The team has identified three levels of intervention when handling absences. The intervention processes and responses are described in school board procedure JH.

If there are attendance concerns with unexcused absences, the team needs to address the concerns as quickly as possible to reduce the numbers of habitual truant students in the district. (NH RSA 189:34)

When the Principal or Student Attendance Team identifies a student who is habitually truant or in danger of becoming habitually truant, an intervention will be determined by the team. The intervention processes includes, but is not limited to:

1. Investigating the cause(s) of the student's absence or truant behavior,
2. Modifying his/her educational program, when appropriate, to meet particular needs that may be causing the absence or truant behavior, and having a discussion of supports that may be needed,
3. Involving the parents/guardians in the development of a plan designed to reduce truancy,
4. Seeking alternative disciplinary measures, but still retaining the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline, and
5. Making reports to the local Truant Officer, involving Division of Children, Youth and Families, and/or grounds for filing a CHINS (Child In Need of Services) petition in the local district court.

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the parents/guardians a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant,
2. A statement of the parents/guardians' responsibility to ensure that the student attends school, and;
3. A request for a meeting between the parents/guardians and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Notification of Student Absence

Call the school number (329-6326) at any time and press 2.

It is the responsibility of parents/guardians to notify the school of any absence. If the school is not notified of an absence (note, phone call, etc.), the school will use emergency call lists to contact the family. The school nurse will require a note from a physician if there is any doubt as to whether or not a student is ready to return to school after a prolonged absence or has been sick with a communicable disease.

In the event your child is to be absent from school or tardy, please call the HCS student absence line before 9 AM (on the same morning) and report the absence. Please call 329-6326 option 2 and follow the instructions. If a family does not call the school to report an absence, the school will call the home. This is a precautionary measure to assure the student's safety.

If your child is expected to be absent for more than one day at a time, please inform the school of the date of return. This will minimize telephone calls by the parents and the school.

If the absence is due to a communicable disease or condition, please inform the school as soon as possible and check with the school nurse regarding school policies. The school health policies are located in the **Health Office Policies and Procedures** section of this document.

Please Note: *If a student is absent for five consecutive days due to illness, a physician's note MUST be sent to the health office upon returning to school.*

Dismissal and Tardy Procedures

Please allow your child to start and end their school day "in sync" with their peers. Parents are encouraged to schedule appointments before or after school hours if at all possible. Please keep in mind that your child will be missing valuable instructional time if they arrive late or are dismissed. Tardiness and dismissals are frequently disruptive to everyone in the classroom. Frequent tardiness and dismissal patterns will be reviewed by the school attendance team for potential intervention.

Tardy

Students who are late MUST check in with the main office staff upon arrival at school. A reason for the tardy is required, or the students will be documented as an unexcused absence or truancy.

Dismissal

Student early dismissals are only allowed with the consent of a parent or guardian except in the event of an emergency. As is the case with tardies and absences, reason for early dismissal is required to avoid truancy.

If a student is to be dismissed from school before 3:25 pm, a note from a parent or guardian should be given to the homeroom teacher or documented online on the [Pick Up Patrol](#) app.

Dismissals should occur before 3:15 pm to keep students, families, and staff safe with the traffic.

The adult picking up the child must arrive a few minutes prior to the dismissal to sign out the child. The child will then be called down to the office. For security reasons, parents are not permitted to dismiss children directly from a classroom. If someone other than a parent/guardian picks up the child (i.e. grandparent, aunt, family friend), the parent/guardian must request this in writing or the child will not be released for safety reasons. For the safety of students, a picture ID may be required upon request.

Pick Up Patrol

Pick up patrol is the preferred method of communication regarding your child's after school plans. Through Pick Up Patrol, you can set your child's default dismissal plan as well as make changes when necessary. [Please click here for more information or to set up your account.](#)

Notification of Dismissal

We offer parents three methods of notifying the school of a child's after school plans:

- Pick-Up Patrol
- Email: Kelly Fitzpatrick fitzpatrickk@hampsteadschools.net and Theresa Altsher altshert@hampsteadschools.net
- Phone call to the main office (603) 329-6326

IF YOUR CHILD.....

- will be attending YMCA After School Care everyday, busing to a local caregiver everyday, or must be picked up in the car loop everyday, the office must have a note on file. This note should be delivered to the child's teacher at the start of each school year. *Notes from previous years do not carry over.*
- has a weekly schedule that involves a number of daily changes, this information must be relayed to the office through Pick Up Patrol or weekly itemized note.
*Example: Monday - Bus home
 Tuesday - YMCA School's Out
 Wednesday - Brownies w/Mrs. Jones
 Thursday - YMCA School's Out
 Friday - Car pickup by Mom*
- attends a weekly activity (i.e. CCD, PTSA enrichment class, dance, gymnastics, etc.) that involves remaining at school, crossing to St. Anne Church, or parent pick up, this activity must be relayed to the office through Pick Up Patrol or note.
- will be riding a bus other than his/her assigned bus, information must be relayed to the office through Pick Up Patrol note. We must also have the child's destination.
- will be picked up, please send a note in with your child in the morning or use Pick Up Patrol or email as early in the day as possible. This will mitigate student anxiousness. Without instructions from a parent/guardian we must follow the child's typical routine.

We must be notified of any schedule changes no later than 1:30pm. Dismissal time can be very hectic. Last minute phone calls or office dismissals cause disruption to the dismissal process and increase the possibility of error or misdirected children.

Extended Absence Due to Family Vacation

The School District understands that family is important. The School District calendar is developed with time set aside for parents and children to plan trips during holidays or school vacations. Occasionally, when family travel may need to be scheduled during school time, a written notification to the principal must be received no later than two weeks prior to the first day's absence. This is typically documented through an email communication between the parent/guardian and the principal.

Email Dr. Cheney at: cheneyt@hampsteadschools.net

All makeup work, including tests, must be completed within one week after a student's return to school unless an alternative plan is approved by the principal.

Policy Development - NH RSA 189:34 II(b)

The Hampstead School Board must approve all changes regarding absentee policies in any school. It is the intent of the Board to involve parents/guardians in the development of its Attendance, Absences, and Truancy Policy and any amendments to the policy. The Board will notify parents/guardians about the proposed policy or amendments through appropriate communication channels. The Board will also invite them to attend the Board meeting at which the proposed policy or amendments will be discussed by placing the proposed policy as an item on the agenda of a Board meeting and allowing for public comment on the policy's provisions.

Birthdays

Students may wish to celebrate their birthdays with classmates by sending in a shared snack or small alternative gift to share.

- Please check with the classroom teacher for classroom practice and for any student food allergies prior to sending in any snack item.
- We encourage parents to send in healthy snacks. For the 22-23 School year all snacks must be store bought not homemade.
- An alternative that many students choose is to bring a small gift to share such as birthday pencils or stickers, or they may choose to purchase a book for the school library, which is dedicated to the birthday child. Parents may check with our school librarians for further information about birthday book donations.
- Birthday invitations should not be distributed at school unless the entire class is invited.

Bullying

Ensuring the safety and well-being of all students is a top priority of all staff members at Hampstead Central School. As an added measure to prevent instances of bullying, the complete School District policy for Pupil Safety, Violence Prevention, and Anti-Bullying may be found on the School Board website under policies. The policy can be found here: Policy [JICK](#).

Harassment Policy – Zero Tolerance

The Hampstead Central School is committed to equal employment and educational opportunity for all community applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, marital status, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the School Board, administration, staff, students, and volunteers working and studying in the school.

Hampstead Central School is also committed to maintaining a school and work environment free of harassment based on race, color, religion, sex, national origin, age, marital status, sexual orientation or handicap. Hampstead Central School expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern and respect for their fellow employees and the students. Harassment of any member of the school community by any other member of the school community, or by vendors or visitors, will not be tolerated. Violations of this policy, whether intended or not, will not be permitted and will result in administrative action.

Harassment refers to conduct or behavior which is personally offensive or threatening, impairs morale, or interferes with the education of student(s). Examples of harassment include: conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact, display or circulation (including via email or social media) of written materials, items or pictures degrading to any racial, ethnic, or religious group, gender, age, sexual orientation or handicap; verbal abuse or insults about or directed at any employee, student or group of employees or students.

Sexual harassment includes sexual advances. Requests for sexual favors and/or other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct or communication is made a term or condition, either explicitly or implicitly, to obtain or maintain employment or educational development and opportunity; or
2. submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual; or
3. such conduct or communication has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

How to Report Harassment

Students who believe that they are targets of harassment should contact one of the following individuals:

Dr. Terrilyn Cheney, Principal
Peter Schmidt, Assistant Principal

Students are not restricted to only contacting the principal or assistant principal. Any teacher, guidance counselor, or staff member may serve as the initial contact person.

Any person receiving a complaint is required to report it to an administrator or guidance counselor. Any student found to have engaged in any form of harassment will be subject to discipline. Disciplinary action may include conferencing, written apologies, school counseling program, detentions, or in/out of school suspension. Violations will be taken seriously and dealt with on an individual basis.

The Hampstead Central School also prohibits any form of retaliation against any member of the school community for filing a good faith complaint under this policy, or for assisting in a complaint investigation. Anyone found to have engaged in retaliation against a person who has registered a complaint under this policy, or to have retaliated against anyone for assisting in the investigation of a complaint will be subject to disciplinary action up to and including expulsion. After a thorough investigation of a harassment complaint is completed, and if the complainant is found to have intentionally submitted a false accusation claim, he/she will receive disciplinary action up to and including long-term suspension.

Nondiscrimination

The Board is committed to a policy of nondiscrimination in relation to race, religion, sex, age, national origin, and handicap.

In keeping with the requirements of federal and state law, Hampstead School District strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel, in educational opportunities and services offered students; in their assignment to schools and classes, and in their discipline; in location and use of facilities; and in educational offerings and materials.

The Board encourages its staff to improve human relations within the schools, and to establish channels through which citizens can communicate their human relation concerns to the administration and the Board.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Bob Thompson, Superintendent of Schools
20 Mary E. Clark Drive, Unit 10, Hampstead, New Hampshire 03841
Phone 603-329-6744

Cafeteria

The Hampstead School District contracted with Fresh Picks Cafe' to provide food services at both the Middle and Central schools. This includes both breakfast and lunch options that vary by grade level.

Lunch- *No Longer Free*

Lunch will be available for purchase each school day. Menus are published monthly and sent home to help in planning your child's lunch. [Menus are also posted here on our school website.](#)

Children have multiple lunch options to choose from each day if they are purchasing a lunch. They can choose from the hot entrée of the day, a cold deli option, or a sunbutter (made from sunflower seeds) and jelly sandwich. Each of these options comes with the choice of two nutritious sides and milk. Fresh fruit and bread are offered daily. Having this option allows students more choices and helps to prepare them for the additional options available to them when they go to middle school.

Additional details about lunch:

- Children may bring lunch and/or a beverage from home.
- Milk or juice is available in all grade levels, K-4.

Breakfast Options

Breakfast is offered to students in grades K-4

- Breakfast orders must be placed each morning in the cafeteria immediately upon arrival at school (8:45-8:55). If a student is tardy, they will not be able to order breakfast that day.
- If you have a special concern regarding your child's need for breakfast, please contact your child's teacher. If you do not want your child to order breakfast at school, please contact the cafeteria manager.
- The time that the students eat their breakfast will vary based on classroom routines and snack schedules. Please ask your child's teacher if you have any questions.
- Breakfast choices vary, but may include bagels, fruit and yogurt parfaits, muffins, cinnamon buns, or cereal. All breakfasts are served with fresh fruit and a choice of milk or juice.

Reduced and Free Lunch Program

Enrollment forms for the free or reduced-price lunch program are [available on the district web site](#) or in the HCS main office. Any student previously eligible for free or reduced lunches will be automatically entitled to free or reduced lunches for ten days, until a new application can be processed. Anyone not previously eligible will pay full price for ten days and will be entitled to a proper refund upon approval of the new application. Students who are eligible for free or reduced lunch also qualify for free or reduced prices for breakfast.

Costs for Breakfast, Lunch and Milk

The prices below are the 2022-23 rates and may be adjusted for the 2023-24 school year. *The costs will vary each school year.*

- Student Meal
 - Breakfast \$1.50
 - Lunch \$2.90
- Milk for a meal or snack \$0.65
- Reduced Meal
 - Breakfast \$0.30
 - Lunch \$0.40
- Adult School lunch \$3.75

Payment for Breakfast, Lunch and Milk

The Hampstead School District uses a computerized debit system to track lunches and milk purchases.

- Parents can choose to make payments by check or through an online system. The online system gives parents the option to pay daily, weekly, or monthly.
- Parents may place restrictions on their child's account, allowing greater control over what their child purchases from the cafeteria.
- Parents may also freeze a child's account to limit or shut down purchases.

Most families submit payment through an online application system called [mySchoolBucks](#). This program will allow families to both make payments to their child's lunch account online, and keep track of the available balance.

It is the family's responsibility to track student account balances and the school will monitor the account and respond as needed.

- Parents may be notified when the account is in arrears.
- Please note that if a child's account is in arrears, they will not be permitted to purchase any additional sides (ex. ice cream bars, water) with their lunch.
- The school principal will be notified of any significant account balances that are \$20 or more in arrears. The principal will work with parents to resolve the balance issue.

It is our goal to work with families to provide a nutritious lunch for their child. All requests for restrictions or freezing of accounts should be communicated to the school cafeteria manager or the principal in writing.

Dress Code

All students are expected to be well-groomed and neatly dressed in clothes and footwear that are suitable for school activities and the season of the year. If clothing interferes with the educational process, parents will be contacted. Please refer to the Hampstead School Board Policy on Dress Code for additional information: Policy [JICA](#)

Clothing

- Students may wear shorts in hot weather, but not “short shorts.”
- Shirts and blouses must come at least to the waistline.
- Clothing such as halter-tops, spaghetti strap tank tops, or backless tops are discouraged.
- See-through fabrics are unacceptable.
- No child will be allowed to wear a shirt or garment that advertises inappropriate topics such as alcohol, tobacco, the use of weapons, or the like.
- Any shirt/garment which is disrespectful of students, staff, or parents will not be permitted.

Footwear

- Students at the Central School are **not** allowed to wear backless shoes or flip flops. This is necessary because of the potential for falling/tripping accidents.
- Students may keep extra shoes or sneakers in their bags or cubbies.
- Black-soled shoes that leave floor marks are not allowed.

Parents of students who are dressed inappropriately may be called and asked to bring their child a change of clothing. Dress code is at the discretion of the school principal. If there are any questions, please contact Dr. Terrilyn Cheney, Principal or Mr. Peter Schmidt, Assistant Principal.

Field Trips

Guidelines for Chaperones

Oftentimes, teachers will invite parents to volunteer as chaperones for school field trips. All chaperones must apply to be a volunteer and go through the complete vetting process. Whether or not teachers choose to have chaperones, how many chaperones they have, and how they select them will vary based on the nature of the field trip. As an example, some locations limit the number of chaperones who can attend. Depending on the guidelines of the field trip destination, you may be asked to drive your own car in lieu of taking the bus. If there is a parking fee at the destination, you will be asked to cover this expense for your vehicle.

Having chaperones on a field trip provides many benefits for everyone involved. Chaperoning a field trip can be an important bonding experience between you and your child as you experience hands-on learning with them and watch them interact with their classmates. All of the children benefit from having additional adult supervision. Having more adults gives children more opportunities to discuss and process what they are learning. Chaperones benefit by learning about the curriculum their child is learning in school.

If you are invited to chaperone on a school field trip, there are some important guidelines to follow. On a field trip, staff, chaperones, and students serve as ambassadors of our school to the public. Hampstead Central School has established a very positive reputation in the community and places a high value in maintaining this reputation. This pride is instilled in our staff, students, and parents.

Here are some useful guidelines to help make your chaperoning experience a successful one:

- Make sure you know the following information:

- the staff member in charge of the field trip
- children for whom you are responsible
- the expectations for the trip
- Please follow any directions given by the teacher.
- When chaperoning on a field trip, please provide careful supervision of the students in your group and stay in close proximity to them. Students are expected to behave in a manner appropriate to their location. If a student is not doing what they need to do, please redirect them to the appropriate behavior in a calm and respectful manner.
- If any student is not complying with directions or is behaving inappropriately, please notify the teacher in charge immediately for assistance.
- If any student in your group requires first aid or any form of medical attention, please notify the teacher immediately.
- Please focus your conversations towards the students in your group. This is a valuable time for you to talk with the children about what they are learning on the field trip. Conversations with other chaperones or staff members detract from this learning experience.
- Due to the level of supervision required on field trips, we request that siblings not join their brothers or sisters on the field trip.
- Please limit cell phone use to emergency situations.
- There is no smoking, vaping, use of alcohol, or illegal substances on school field trips.
- Your child will be expected to return on the bus with the rest of the class unless you have received prior approval from the principal to dismiss your child directly from the field trip location.

Your cooperation with the above guidelines will help make the field trip a wonderful experience for you, your child, and the other children in the class. We genuinely appreciate you taking the time from your very busy schedule to do this for your child. Please contact the main office or the teacher in charge of the field trip if you have any questions about what is expected of you when chaperoning a field trip.

Evacuation Drills & Emergency Management

Evacuation drills are conducted throughout the school year. An evacuation plan is posted in each room. The plan is explained completely by staff members to children in their respective rooms. Additional evacuation and emergency drills are conducted throughout the year in order to be prepared for most crisis situations. Please review the following information so you will know your role as a parent or guardian in the event of an unforeseen emergency. Additional emergency information is available on the school website.

Should an emergency or disaster situation arise in our area while school is in session, preparations have been made to respond effectively to such situations. Should a crisis occur during school hours, your child will be cared for at the school. Our School District has an emergency response plan, which has been formulated to respond to a major crisis.

The school will have several scheduled and unannounced evacuations and emergency drills during the school year. The drills will help everyone practice the procedures and allow us to improve response times and effectiveness.

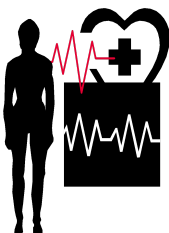
The main goal of our crisis plan is to be prepared for any crisis situation. Parental assistance with the aforementioned items would be greatly appreciated and is vital to our effectiveness. Should you have any questions or concerns please do not hesitate to call us, ***except in the midst of an emergency.***

These additional levels of cooperation are necessary during an emergency:

1. Telephone lines may be needed for emergency communication. Please be very selective or avoid calling during an emergency event.
2. In the event of a crisis, students will be kept at the school or evacuated to a safe place until they are picked up by a responsible adult, who has been identified as such on the current school emergency information sheet, which is updated by parents or guardians at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school. An authorized person must be:
 - a. At least 18 years of age
 - b. Usually home during the day
 - c. Could walk to school, if necessary
 - d. Is known to your child
 - e. Is able to assume responsibility for the student in an emergency situation
3. Impress upon your children the need for them to follow the directions of any school personnel in times of emergency.
4. Please make sure your child has a backup plan in the event they cannot get into your home during the day.

Guests - Children

Occasionally, a student may have a guest for the school day. Arrangements for this type of visit must be made at least three school days in advance. The school must have immunization records and an emergency card for each guest. Please contact Dr. Cheney directly at 329-6326, ext 1104 if you wish to make arrangements for a guest.



Health Office Policies and Procedures

The goal of the Health Office is to establish and maintain optimal physical and mental health of each student so that he/she may grow, develop, and utilize to the maximum his/her educational opportunities. Healthy children learn better!

COVID-19

In response to the global COVID-19 pandemic. The following information has been provided to keep all students and staff healthy and safe at our school. It is important to note that health and safety protocols and procedures can be changed at any time depending on a variety of factors including but not limited to recommendations or mandates made at the local, state, or federal level. Our goal is to keep all students healthy and safe. Parental support of school/district safety procedures is appreciated and expected.

Screening for Symptoms for COVID-19

Come to School or Stay Home?

1



Check for any New/Unexplained * symptoms BEFORE coming to school...

- ✓ Fever (100F) or chills
- ✓ Feels feverish
- ✓ Cough, shortness of breath
- ✓ Sore throat
- ✓ Nasal congestion or runny nose

- ✓ Fatigue
- ✓ Muscle or body aches
- ✓ Headache
- ✓ New loss of taste/smell
- ✓ Nausea/Vomiting
- ✓ Diarrhea

If YES...
COVID-19 Test OR
10 day isolation at home

If NO...
You may come to school

* If you have a documented, chronic condition that accounts for symptoms, they are NOT considered “new/unexplained”. Documentation must be on file at school.

Come to School or Stay Home?

2

Have you been **exposed** to someone **confirmed** of having COVID-19? (Close Contact)

OR

Have you **traveled** outside of New England in the prior 14 days?

If YES...
14-Day Quarantine - You may NOT “test-out” of quarantine— a negative test does NOT reduce the quarantine period

If NO...
You may come to school

Mask Usage

At the current time, masks are **OPTIONAL** for all students and staff in the district. This decision had been made by the Hampstead School Board under the advice of both local and state health officials. Please note the mask usage protocol may change at any time. Parental support of any district mask usage protocol is appreciated.

Do NOT wear a mask



COVID-19 Protection Reminders

1. Wash hands often with soap and water for at least 20 seconds.
2. Use hand sanitizer that contains at least 60% alcohol when hand washing is not possible.
3. Cover coughs and sneezes with a tissue or inside of the elbow then throw the tissue away, and wash hands.
4. Avoid touching one's face, eyes, nose, or mouth.
5. Maintain appropriate social distancing from other adults and students.
6. Wear a cloth face covering (mask)
7. Clean and disinfect frequently touched surfaces
8. Stay home when sick, or after being in close contact with a person with COVID-19.
9. Limit the use of shared objects when possible, and clean and disinfect shared objects frequently and after each use.

Student Emergency and Health Forms

Forms should be filled out completely via PowerSchool. This information is kept in the health office and contains valuable information should your child become ill or injured. Please update the information with any changes as they occur during the school year.

Immunizations

The NH Division of Public Health and NH state law He-P 301.13-15 require immunization records to be on file with the school BEFORE a child may attend school. Immunization requirements can be found on the school website at the 'Health Services' tab.

Medical Records

Medical records are kept on all students. These records follow the students from grade to grade, or to another school. To maintain record accuracy, the Health Office should be notified of any health problems, communicable disease, immunizations or allergies as they arise.

Screenings

Screenings are done during the school year; such as hearing, vision, height, and weight. Should a problem be detected, a written note will be sent home with the student. In some instances, professional medical attention may be requested.

Medications

A physician's written order AND parental permission are needed for the administration of any prescription medication.

- Acetaminophen and Ibuprofen will be administered according to physician guidelines, only after written parental permission has been obtained and filed in the health office.
- Parents are required to bring all medications to the school nurse. Under no circumstances will a child be allowed to take or keep any medication in the classroom. The only exception to this policy is if it has been deemed medically necessary for a student to carry an inhaler or epipen. In this instance, written permission from the student's physician and parent must be on file with the school nurse.
- Please do not ask the nurse to violate or ignore regulations about dispensing medications.
- Students shall not share any prescription or over the counter medications with another student. Students violating this prohibition will be subject to discipline consistent with applicable Board policies.

Forms

All forms, as well as important health information, may be downloaded from the Hampstead School District (HSD) tab on the Hampstead Central School website or from the HSD Health Office tab on the HSD website at:

<https://sites.google.com/hampsteadschools.net/hsd-health-offices/home>

Special Considerations

The nurse will assess all students coming to the health office. If there is a problem needing parental attention, the school will attempt to contact you at home or at work. A note may also be sent home with the student. Suggested physician guidelines are followed in providing care to the student and are posted on the school website/Health Office link.

- Any child with a temperature of 100 degrees (or above) will be sent home.
- Students diagnosed with strep throat, conjunctivitis or other communicable illness must notify the school and must be on an antibiotic for twenty-four hours before being readmitted to school.
- If a student is absent for five consecutive days, a physician's note must be sent to the health office upon their return to school.

- Should your child develop a communicable, vaccine preventable disease (chicken pox, measles, etc.), it is necessary for a responsible adult to bring the child to the Health Office before they are admitted back into school.
- Students who return to school with a limiting injury, cast or crutches, MUST report to the nurse IMMEDIATELY. A physician's note needs to be sent with any restrictions for physical education class or recess.
- Pediculosis (Head Lice) is occasionally a problem at school. If your child is found to have head lice, you will be called and given information on treatment. If you have any questions or concerns please feel free to call the school nurse.

Homework

Hampstead School District offers a continuum of homework practices: [Policy IKB](#)

- In grades K-2, no homework is to be assigned. Teachers will provide parents with recommendations to extend students' learning which parents may use at their own discretion.
- In grades 3-5, assigning nightly homework is not required, and will only be assigned when it is purposeful and meaningful. If assigned, students are expected to spend no more than 30 minutes per night on these activities. If parents prefer that their child be excused from homework assignments, they will notify the teacher.
- In grades 6-8, homework participation and completion is expected.

It is expected that all teachers will give students feedback on their completed homework assignments. Homework accuracy and completion will not be factored into a student's academic performance or achievement grade. Principals will determine the procedures for reporting homework on the report card commensurate with each grade level.

Lost and Found

If a personal item is lost, school staff will attempt to locate the owner. If unsuccessful, school staff will deposit the lost item in the Lost and Found Area. Parents are encouraged to check this area for lost items. Small items such as eyeglasses and jewelry should be turned in to the office. Please place names on lunch boxes, coats, boots, etc. Unclaimed items will be donated to charity at least three times during the year.

Materials & School Supplies

Textbooks, library books and other materials issued to and used by the students become the responsibility of the student. All school property is to receive excellent care by the students. If books or other school materials are lost or damaged, the student will be assessed full value or a certain sum of money to cover the cost of repairing or replacing the materials.

Students need different types of materials throughout the school year. The school will provide many materials, and families may also be asked to provide some materials. The types of supplies will vary according to grade level and often by classroom. Please [check the school website for supply lists](#). Keep in mind that these supplies often need to be replenished throughout the school year. Please remember that a special item your child wants is often a source of comfort and ownership.

Parent-Teacher Communication



Parents are welcome to meet with teachers after the children have been dismissed, usually after 3:30 PM. To ensure teacher availability, it is advisable to schedule an appointment. Our policy of asking parents to check in at the office is designed to ensure building security. We want you to feel welcome, and we want the children to be safe. The principal is more than happy to give building tours to interested parents. Classroom visitations outside of school hours can also be arranged, upon request.

Parent-Teacher Conferences

Parent-teacher conferences are essential for parents and teachers to work cooperatively in the student's best interest. A parent, teacher, team, or principal may request a conference whenever the need arises. Conferences are held by appointment at times convenient to all parties. Conferences may occur in person or via Zoom.

The purpose of a conference is to determine how the home and the school can best help the student. Effective parent-teacher conferences always remain focused on how to help the child, even if differences in opinion arise. If there is a persistent conflict between a parent and a teacher, the matter should be brought to the principal's attention.

Parental Concerns

It is expected that parental concerns be brought to the direct attention of the teacher **first** and that resolution be sought out between the teacher and parent. It is essential that the parent make every attempt to follow this chain of command in order to minimize misunderstandings and extra attention to a matter that may be settled with the affected parties.

- If you have concerns about your child's progress or feelings about school, please contact your child's teacher to discuss your questions.
- If you are unable to resolve the issue, the principal will become involved upon request.
- If the issue is still unresolved, contact the Superintendent of Schools at the SAU office at: 329-6744.

Playground Rules and Boundaries

Recess is an integral part of the school day. It is a time for children to get needed exercise and develop social skills. If children are appropriately dressed for the weather conditions, it will foster better health habits and make recess a more enjoyable experience.

General Rules

- Children must obey **all** HCS adults on duty.
- Children must play safely with **no** body contact.
- Profanity and foul language will not be allowed or tolerated.
- Running and chasing, etc. will not be allowed in the area around the playground equipment.
- Appropriate clothing for weather and play should be worn.
- Students should wear closed-toe shoes at recess.

*Our playground equipment has slides, bridges, and climbing areas.
Only walking is permitted in this area.*

Special Winter Playground Rules and Clothing

- All pupils are expected to play outdoors at their scheduled recess times, except in extremely cold or inclement weather. If there are extreme weather issues, the principal or designee will make a determination if students will have an indoor recess.

Students who wish to play in the snow are required to wear **all** of the following “**High 5’s**” attire:

- Jacket
- Snow pants or snowsuit (double pants will not be allowed)
- Hat/hood
- Mittens or gloves
- Waterproof snow boots

Extra Winter Safety Rules”

- No throwing of snowballs, ice or frozen projectiles.
- No playing on picnic benches or on the loading dock.
- No whitewashing.
- Sledding is permitted on a limited basis, with roll up mats.
- Sledding must end when the bell or whistle is used to signal line up time.
- Sledding is not permitted on the ice.

Community Building Opportunities

Daily Announcements

Each morning begins with daily announcements from the office through our intercom system to every classroom. These are typically between 9:05 and 9:10 AM. During this time we share important information with the school community. We share birthdays, recite the Pledge of Allegiance, and share a quote, idiom, fact, or riddle of the day.

All-School Meetings

Each month the Hampstead Central School community gathers to celebrate a school wide meeting together. Each month is based on a different theme that is important to the school such as responsibility, empathy, or perseverance. These meetings are student led and a way for our community to come together.

Pupil Records & FERPA

Students' records are kept in the office files with high levels of appropriate confidentiality. Parents, with advance notice, may review their child's folder. If there is a custodial issue, documentation ascertaining legal custody must be on file in the main office before any information is released to either parent. Parents are responsible for providing current documentation regarding custodial issues.

FERPA

The Family Education 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. Additional information about FERPA can be found [here](#).

The Federal Family Educational Rights and Privacy Act of 1973 (FERPA), 20

U.S. Code Section 1232g, and the U.S. Department of Education's implementing regulations, 34 Code of Federal Regulations Part 99, generally prohibit school districts from disclosing personally identifiable educational records on students without prior written parental consent. However, these laws include several exceptions.

*Upon request, the school discloses education records without consent to officials of another school district (including, but not limited to Pinkerton Academy) in which a student seeks or intends to enroll.

*School districts may disclose personally identifiable educational records to "school officials with a legitimate educational interest" without obtaining parental consent.

The U.S. Department of Education's FERPA regulations require that a school district specify the criteria that the district used for determining who is a school official and what constitutes an educational interest.

The Hampstead School District has adopted the following criteria.

1. The following are “school officials”:

- A. Employees of the School District, including but not limited to:
 - Building principals and assistant principals
 - Director of Special Education
 - Classroom teacher(s)
 - Special education staff members
 - Related services personnel
 - Paraprofessionals
 - Other instructors
 - Guidance staff personnel
 - Nursing staff
 - School psychologists and evaluators
 - Special education team members
 - Employees assigned to maintain records
 - Secretarial and clerical staff assisting any of the above
 - Other support staff (including health or medical staff and law enforcement unit personnel)
- B. Employees of Hampstead School District. NH School Administrative Unit 55 (SAU 55), including but not limited to:
 - Superintendent of Schools
 - Director of 21st Century Learning
 - Director of Student Services
 - Assistant Director of Student Services
 - The Business Administrator
 - Employees assigned to maintain records
 - Secretarial and clerical staff assisting any of the above.
- C. Individuals and organizations under oral or written contract with the School District, the SAU who are providing services or advice related to the education of one or more students of the School District, or who are performing a special task, including but not limited to evaluators, consultants, auditors, attorneys, experts, and therapists.
- D. Appointed and elected officials of the School District, including but not limited to school board members.
- E. Individuals and entities assisting the School District in legal matters, including but not limited to insurance brokers, insurance agents, insurance companies, insurance adjusters, claims representatives, legal counsel for the school district, expert witnesses, and experts consulted to provide the school district’s legal team with advice.
- F. A parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

- Matters related to the provision of services to one or more students, supervising services, selecting services, evaluating services, funding services, and budgeting for services.
- Evaluating, assessing or monitoring one or more students.
- Disciplining one or more students.
- Governance and administration of the school district.
- Legal matters involving the school district or any students in the school district.

Data / Records Retention

The Superintendent shall develop procedures for a records retention system that is in compliance with NH RSA 189:29-a and Department of Education regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

Special Education Records: The District shall retain a student's special education records until at least the student's 25th birthday, unless written consent to destroy the records or a written request to destroy the records is received from the parent or, where applicable, the adult student. The District shall inform parents when personally identifiable information is collected, maintained, or used related to providing special education for their student is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. (34 CFR 300.624).

The District shall maintain a copy of the last signed Individualized Education Plan ("IEP") that was in effect prior to the student's exit from special education until the student's 60th birthday. The District shall provide parents, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.

The District shall provide public notice of its document destruction policy at least annually. Litigation Hold On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the district has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

Right-to-Know Request - Hold On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under NH RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than 90 days and until any lawsuit pursuant to NH RSA 91-A:7-8 has been

finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

Legal References: RSA 91-A, Right to Know Law RSA 189:29-a, Records and Retention NH Code of Administrative Rules, Section ED 306.04 (a)(4), Records Retention NH Code of Administrative Rules, Section Ed. 306.04 (h) Records Retention NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements 20 USC §1232g, Family Educational Rights and Privacy Act (FERPA)

Student Services

Children who are suspected of having an educational disability can be referred by a teacher, parent or other individual. A special education team is convened to respond to each referral. If a child is evaluated and found eligible for special education in accordance with the New Hampshire Rules for the Education of Children with Disabilities, an interdisciplinary team develops an Individualized Education Program (IEP) that includes specialized instruction and related services as appropriate to meet the student's unique educational needs. In Hampstead, we maintain high expectations for our students regardless of disability, as well as a commitment to inclusion and ensuring that services and supports outlined in the IEP are provided in the Least Restrictive Environment (LRE).

The Hampstead School District ensures that all children who have disabilities, from 2.5 to age 21, who reside in the District, and who are in need of special education and related services are identified, located and evaluated. This applies to all children with disabilities, including highly mobile children (such as migrant and homeless children), children placed in homes for children, health care facilities, or state institutions, and children who are suspected of being eligible under IDEA (Individuals with Disabilities Education Act), even though they are advancing from grade to grade. In addition, this applies to those children attending approved, non-public private schools within the geographic boundaries of the District.

For those students who are transitioning from Early Supports and Services to preschool, the District will participate in a transition planning meeting for the purpose of affecting a smooth and timely transition and implementing an Individual Education Program (IEP) or Individual Family Support Plan by the child's third birthday.

All data and information collected and used under this section are subject to confidentiality requirements.

Section 504 Informational Notice

Section 504 (of the Rehabilitation Act of 1973) is a federal civil rights law, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working).
- has a record of such impairment.
- is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Hampstead School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

Procedural Safeguards

Nondiscrimination on the Basis of Handicap or Disability

The Hampstead School District provides the following Notice of Procedural Safeguards to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

The Hampstead School District does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.

The Hampstead School District provides a grievance procedure with appropriate due process rights. Bob Thompson, Superintendent of Schools, is the designated employee charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the School Board.

Grievance Procedure: A parent/guardian of a handicapped student or a handicapped person has the right to notify the Superintendent of Schools at the SAU Office with a complaint.

The designated employee will make an initial response to the complainant within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences promptly and equitably informally. A written record of the resolution of the complaint should be made within ten (10) working days of completion.

If that effort fails, (a) a request that the School Board place this matter on its agenda may be made or (b) notify the Superintendent of Schools of the complaint. Grievance requests shall be delivered to the above cited the complaint. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above adjudication options, a written record should be made of the decision.

Section D Procedural Safeguards: As required by Section 104.36, as the parent/guardian of a student, who because of handicap needs or is believed to need special instruction and related services, you have the right, with respect to any action regarding identification, evaluation, and placement to:

- Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
- Examine all relevant records.

- At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by you and representation of counsel as provided under the Individuals with Disabilities Education Act.
- A review process.

Reference

34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Section 504 Regulations.

School Cancellation

School Messenger

This program allows the school district to notify families of critical information in a quick and efficient manner. In Hampstead, the School Messenger program is used to notify families of school delays, cancellations, early dismissals, bus backup notifications, and other emergency bulletins. The notification can come through as an email, text or phone call as determined by the school administration and the specific message to be shared.

Prior to school beginning, families will receive an email with a link to PowerSchool to enter emergency contact information. It is very important that families fill in all requested emergency contact information. Information from these forms is used as part of the School Messenger automated notification system. The contact numbers that are used may include families' home, cell, and work numbers. These numbers are used to maximize the chance of making contact with all families during an emergency situation or early dismissal.

Cancellation of School

If necessary, due to inclement weather, school may need to be canceled or delayed. The WMUR website is the best source for timely cancellation announcements. Cancellations will be posted on the Hampstead School District website as early as possible. Announcements of school cancellations are aired over radio stations WZLW, WBZ, and WOKQ, and television stations WBZ (4), WCVB (5), WHDH (7), and WMUR (9) and may be sent via School Messenger (text, email or phone call).

Please note closings or delayed opening announcements for Hampstead School District only. Pinkerton Academy makes its own decision about closing. It is possible that one of these schools could be closed while the others remain open.

In the event of cancellation of school because of inclement weather, any activities scheduled for the day, afternoon or evening will also be canceled or rescheduled. For example, concerts or parent conferences will not be held if school is not in session.

Online Learning Day

If school is closed, students may be given the option to participate in online learning lessons that are unique to each classroom and often unique to a child's specific needs.

The decision to call for an "Online Learning Day" is at the discretion of the Superintendent. Students, families and staff will be notified through the automated phone announcement system when school is canceled. The phone call will notify you of the cancellation of the day AND that it is an "Online Learning Day." The notification will also be posted on the district and school websites.

The notification will not be advertised on TV or radio. Remember, there is much to consider when canceling schools, and not every cancellation will be designated an "Online Learning Day."

Emergency Dismissal

Please make arrangements in case there is a need for an emergency dismissal. Parents will be notified of an early dismissal through our School Messenger system, which is described above. Parents should give each child specific instructions concerning what they should do in the case of an early unexpected closing when parents or guardians are not at home.

There will be times during the winter months when a snow or ice storm will make it necessary to close school early. Hampstead Central School buses are also used to transport Hampstead students at Pinkerton Academy and the Hampstead Middle School. Due to bus schedules, the time of dismissal is first called by Pinkerton Academy. Depending on the time of the Pinkerton Academy dismissal, the administration will set times for the Hampstead Middle and Hampstead Central School dismissals. The Hampstead Middle School will dismiss before the Hampstead Central School, as is the typical daily schedule. Hampstead Central School will be the last to dismiss early, if possible.

It is possible that Pinkerton Academy and the Hampstead Middle School will dismiss early, but not allow enough time for an early dismissal for the Hampstead Central School. Even though the dismissals begin earlier, the buses move slower on these days due to road conditions. Hampstead Central School principal will not call an early dismissal if it results in less than a 30-minute early release. Given the age group attending the Hampstead Central School (3 to 10 years old), early dismissals cause significant child care issues for many parents and families. Parents who want to pick up children on such days are to use their own judgment and follow through with the typical early dismissal procedure outlined earlier in this document.

Please note that children attending the School's Out Program are subject to the rules established by the YMCA. Such information is available at registration time. The YMCA has informed us that if school is dismissed early due to inclement weather, there will be no School's Out session. If there are any questions concerning the program, please contact the YMCA at (603) 642-3361.

School Pictures

Geskus Studios will take individual and class pictures in early fall. A packet explaining the various picture options will be sent home prior to pictures being taken. All students are photographed, however purchase of pictures is optional.

School Wide Rules and Regulations

All students and staff need to feel comfortable and safe at the Hampstead Central School. We have policies and guidelines that are based upon the following simple school-wide rules. These rules apply to classrooms, hallways, lunchroom, restrooms, playground and auditorium. At HCS, our rules are built around the three expectations of citizenship, including **Respect, Responsibility, and Perseverance**.

Husky Citizenship Note

In regards to behaviors that are worthy of celebration and those behaviors that need improvement, we communicate with families through our Husky Citizenship Note. These notes can be issued by any staff member.

The purpose of the note is to communicate with families and remind students to follow the school rules and/or recognize students who go above and beyond expectations.

- Students could be celebrated when they go above and beyond in demonstrating respect, responsibility and perseverance.
- A student's behavior may need improvement when a student is not following our rules and they may receive a Husky Note. Students receiving a note home for behavior needing improvement may need to make additional reparations to fix the problem.

All Husky Notes must be signed by the student and a parent/guardian and returned to the child's teacher. Any questions should be directed to the child's classroom teacher or the school administration. Celebration notes will be returned to the student after being processed by the office.

Safe Schools Act

In some instances of discipline, (including, but not limited to drugs/alcohol, fights, bullying, harassment, theft, and destruction of property) a Safe Schools Act Form may need to be filed with the Hampstead Police Department. The juvenile officer will receive and file the form.

If the juvenile officer receives multiple forms on one student, the Hampstead Police Department may become involved. If a student commits an act that is egregious, the Hampstead Police Department may become involved immediately. More information can be found on the NH State Department of Education link: <http://www.education.nh.gov/legislation/index.htm> and the Hampstead School Board-[Policy JLDDBA](#).

Student Assessment: Report Cards & Common Assessments

Report Cards

Report cards will be issued four times throughout the year for grades 1 through 4. Preschool and Kindergarten students will receive report cards two times per year, in January and June. These reports indicate progress in scholastic achievement, growth in forming essential social attitudes, and work habits contributing toward success in all school activities. Report cards will be issued on November 8, January 31, April 10, and the last school day. All HCS classrooms will be using a report card with the following standards based assessment scales:

Academic Standard Assessments: Reading, Writing, Math, Social Studies, Science

4 = Exceeds Grade Level Expectations - The student exceeds grade level expectations for the quarter and consistently performs beyond requirements in the subject area. Student's work is done to a high level of accuracy.

3 = Meets Grade Level Expectations - The student meets the district grade level expectations for the quarter. Student's work is done accurately and independently and fulfills all the expectations of assignments.

2+=Meets Some Grade Level Expectations with Support- The student meets some of the grade level expectations with support. Student needs additional support to meet the expectations of assignments.

2 = Partially Meets Grade Level Expectations- The student meets some district grade level expectations for the quarter. Student's work shows partial accomplishment of expectations of assignments with or without support.

1 = Does Not Meet Grade Level Expectations - The student does not meet district grade level expectations for the quarter. Student's work shows limited understanding of skills and concepts and student needs frequent assistance.

IP = Individualized Education Program - Assessed in separate document -The student is working on standards that have been significantly modified.

NA = Not applicable - Not introduced

Work Habits/Social Skills

Effort, Self-Help/Work Habits, Social Conduct, Motor Skills /Handwriting Standards Assessments:

M = Meets Grade Level Expectations. The student meets the district grade level expectations for the quarter.

N = Needs Improvement to Meet Grade Level Expectations.

IP = Individualized Education Program - Assessed in separate document - The student is working on standards that have been significantly modified.

Common Assessments

Hampstead Central School uses a variety of assessment tools to measure our students' growth as well as our school's overall growth. The following benchmark tools are utilized:

DIBELS – Grades K-4

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills. It is designed to be a short fluency measure used to regularly monitor the development of early literacy and reading skills.

At Hampstead Central School, most children are administered the DIBELS to help the school chart student progress of skills and then design instruction to fit the needs of each child.

- Kindergarten - Students are assessed throughout the year and parent reports are available upon request.
- Grade One - Students continue to be assessed throughout the school year. Parents will receive a report at the end of the school year, or earlier upon request.
- Grade Two, Three and Four - Students continue to be assessed throughout these school years. The school will send out mid-year parent reports in the late winter months. The school will also send out an end of year parent report after the school year closes.

Most students are assessed three times throughout the school year, however there are some students that will have additional assessments based on specific criteria determined by the child's teachers.

The structure of the assessments and parents' reports show three sets of scores based on beginning-middle-end of the year assessments. Not all areas are assessed for each of the benchmarks; therefore you should not expect full scores for each area for each testing window.

i-READY – Grades 1-4 Math & Grades 3-4 Reading

i-Ready is a single K–12 adaptive diagnostic assessment for reading and mathematics. The assessments pinpoint student needs to the sub-skill level, and indicate whether students achieved end-of-year targets. We use this tool at both Hampstead schools.

At Hampstead Central School, we administer the Math assessment for most children in grades 1-4. We also administer the Reading assessment for most students in grades 3-4. The results are used to chart students' progress of skills and then design instruction to fit the needs of each child.

- Grade One - Students continue to be assessed throughout the school year. Parents will receive a report at the end of the school year, or earlier upon request.
- Grade Two, Three and Four - Students continue to be assessed throughout these school years. The school will send out mid-year parent reports in the late winter months. The school will also send out an end of year parent report after the school year closes. Grades One and Two – Please note you will only receive a math report.

As noted above, the number of assessments for students is generally three times throughout the school year. The structure of the assessments and parents' reports show three sets of scores based on beginning-middle-end of the year assessments.

NH SAS – Grades 3-4 ELA and Math

Most third and fourth graders participate in the state assessment of English Language Arts/Literacy (ELA) and Mathematics known as the New Hampshire Statewide Assessment System (NH SAS). These online assessments align with the NH College and Career Ready Standards and replaced the Smarter Balanced Assessment (SBA) in the same subject areas. Students are administered this assessment during the months of May and June.

The NH SAS is a summative snapshot of a student's grade level academic achievement. Individual student scores are one of several measures that can be used to help teachers and families understand student progress and readiness for the next academic school year. The overall NH SAS score presents a measure of how well a student is performing against the academic standards that guide instruction in Mathematics and English Language Arts. Preliminary aggregate state results will be posted on the Department of Education website in July.

Hampstead Central School Benchmark Assessment Schedule:

Kindergarten	DIBELS Reading Assessment i-Ready Reading and Math	September, January, May
Grade 1	DIBELS Reading Assessment i-Ready Reading and Math	September, January, May September, January, May
Grade 2	DIBELS Reading Assessment Spelling Inventory i-Ready Reading and Math	September, January, May September, January September, January, May
Grade 3	DIBELS Reading Assessment Spelling Inventory i-Ready Reading and Math NH SAS ELA, Math	September, January, May September, January September, January, May May
Grade 4	DIBELS Reading Assessment Spelling Inventory i-Ready Reading and Math NH SAS, ELA, Math	September, January, May September, January September, January, May May

Student Placement

Placement is a complex process designed to create well-balanced, harmonious classes. Your child's present teacher has a wealth of current information about the conditions under which each child learns best. Throughout the placement process, our main concern is that your child will be assigned to a classroom in which he or she will flourish both socially and academically. A school placement team has the responsibility for making specific decisions about each child's classroom and teacher for the next year. The placement team typically consists of classroom teachers, specialists, a guidance counselor, and administration.

A key part to this process is parental input. Parents are in constant communication with the teacher throughout the year regarding their child's academic progress. At the time of placement, issues such as learning style, academic abilities, social issues, special education needs, and relevant family history with siblings are all taken into account.

While the team will consider input on the above issues, it is a significant problem to match a specific child with a certain teacher. If parents have a significant issue regarding a specific teacher/student placement, the issue must be brought to the principal's attention.

Toys & Cell Phone Usage

Problems arise each year because students bring articles to school that interfere with the school program. Radios, cell phones, handheld games, MP3 players, water pistols, trading cards, toys or other distracting items are considered "nuisance items" and **do not** need to be brought to school. There are many problems and issues that arise from bringing these items, including loss and damage, disputes between students and distraction to schoolwork. Bringing these items to school may result in a call to parents. It is requested that all toys and personal devices be kept at home unless there is a specific teacher-led activity that calls for their use on a particular day.

Transportation

The school encourages students to ride the bus to and from school. It has been statistically proven that children are safer on a school bus than in a private vehicle. If anything, more children riding the bus reduces the number of automobiles in the parking lot and on the streets, especially in inclement weather. We have also found that the social experience of being with friends on the school bus is very important to young children. Children experience a small dose of the unstructured world and are given time to socially interact with friends. If you choose to drive your child to or from school, it is important that you follow these guidelines:

Dropping Off Students by Car

- Students **cannot** be dropped off prior to 8:45 AM, as supervision is not available.
- Children should go directly to their classroom upon arrival at school.
- Parents dropping off their children are advised to do so by 8:55 AM to minimize issues with tardiness.
- Students arriving in their classrooms at 9:00 or later are considered tardy.
- At 9:00 AM the car loop process will end as staff members must report to other responsibilities. Tardy students, accompanied by a parent, must enter at the main door and proceed to the Main Office for a tardy slip.

Picking Up Students

- Parents should have a visible sign indicating their child's last name at pick up so we can call the student and have them ready promptly.
- The regular school dismissal is 3:25 PM.
- Parents may not enter the pickup area until 3:15, due to preschool dismissals.
- If you know before school that you will be picking up your child and have told him/her that you will be doing so, **PLEASE SEND AN EMAIL IN THE MORNING to Kelly Fitzpatrick fitzpatrickk@hampsteadschools.net and Theresa Altsher altshert@hampsteadschools.net**. This will spare your child anxious moments and classroom disruption. Without instructions from a parent or caregiver, we will follow the child's regular routine.
- If an **EMERGENCY** should arise and you find you must pick up your child at the end of the day, please call the office as soon as possible. Towards the end of the day it gets quite hectic in the office and fewer last minute telephone calls allow us to focus our attention on the dismissal process and lessen the possibility of error or misdirected children.

Parking In Front of School

*Please park in the front of the building in marked parking spaces. Visitor parking spaces are closest to Emerson Avenue. Blue areas are designated as handicapped parking only. Please note that a \$75 parking violation may be issued by the Hampstead Police Department for vehicles parking illegally in spaces designated for the handicapped. Parking on the street is not permitted. St. Anne's parking lot is often available for visitors. **They generously share this lot with us, please be sure to park around the perimeter of the lot.***

Entrance

Enter school grounds at the top of the hill and drive through the lane between 13 Emerson Avenue and the West Wing (preschool classrooms). Please stay to the right.

Loop and wait in line

Follow the loop past the preschool wing and proceed through a lane marked in the rear parking lot. Enter the pick up area past the trailer classroom.

Stop to drop off or pick up

Stop in designated safe zone areas as directed by HCS staff.

- During morning drop off time, please stop and wait for a staff member to approach your vehicle. Please do not let your children get out of your vehicle until directed by an HCS staff member.
- Due to moving traffic, children are to get in and out of autos only in one of the designated safe areas.
- During pickups, a staff member will approach and may ask for your name and/or the name of the child you are picking up. The staff member will call your child by name and may open a door to your vehicle as the child walks from the waiting area.
- If you need extra time during your pickup or drop off, please use the handicapped area.
- Please drive slowly on school property and be very cautious when loading and unloading.

Exit to Emerson Avenue

After being directed by HCS staff members, exit the front loop and then turn left onto Emerson Avenue under the direction of the crossing guard.

Please keep in mind the following:

- NEVER exit at the top of the hill.
- Always stop at the bottom of the hill and wait for the crossing guard's direction.
- Cars will not be allowed to enter the lower parking lot from 3:00-3:45
- Yield to pedestrians and/or school buses.
- Exit safely onto Emerson Avenue with direction from the crossing guard.

Additional Traffic Safety Concerns

Pink Slips

All children picked up in the traffic loop need a pink slip issued by the office. The pink slip will be issued after the notice has been received via Pick-up Patrol, or in the office as a means of tracking safe dismissal of every child. Telephone calls for pink slips should only occur in rare unforeseen circumstances. The major cause of school dismissal problems is due to misunderstandings through a phone message left in the office. If at all possible, please plan accordingly.

Office Dismissal

Office dismissal should only occur before 3:15 and after 3:45.

Parents/guardians choosing to not pick up a child at the loop during dismissal must personally sign out the child in the school office. A picture ID and/or delay may be necessary if there are any questions about the release of any child. Even though this is an inconvenience, it is for the safety of children.

Other Drivers

Parents need to make sure any drivers (family or friend) are aware of school procedures prior to dropping off or picking up children.

Car Loop Back-Up

If the parent loop is full (backed up to the school entrance), always go around St. Anne's church and wait to cross the street. If you see cars lined up to the entrance, please be courteous and wait at the exit to St. Anne's parking lot. Remember to enter the St. Anne's lot at the foot of the hill, with the crossing guard. We have added a second crossing guard at the top of the hill to increase safety and to support traffic flow. The back-up wait is never more than a few minutes in the St. Anne's lot.

Emerson Avenue back up

At no time should vehicles be lining up on Emerson Avenue. Vehicles should never wait along Emerson Avenue or allow any portion of the vehicle to project out onto Emerson Avenue. Emerson Avenue is too busy and narrow to allow for a street backup. Hampstead Police monitor this traffic issue and may intervene if necessary.

Child seats for easy entry/exit

Please set up your vehicle so all children can quickly exit/enter vehicles on the right side of your vehicle. This is safer and will make this process quicker for all. Staff members may assist a child; however, the driver needs to secure the child into an appropriate seat.

Cell Phones

Please do not talk on your cell phone at any time while driving your vehicle on school property. There are too many adults and children going in many directions, and a driver distracted by a cell phone could cause an accident. *Suggestion:* Children always appreciate a few kind words when leaving for school. A cell phone conversation is a distraction to this important time with your children. There are state traffic laws regarding cell phone usage and the school may refer specific concerns to the Hampstead Police Department if necessary.

Passing Vehicles

There should be no passing of any other vehicles. Passing loading/unloading vehicles is a safety concern and can be exacerbated when an impatient driver creates a hazardous situation by passing other vehicles. We have and will report passing vehicles to the Hampstead Police Department.

Auto Emissions

If you are sitting in your vehicle for more than a couple of minutes, you must turn off the engine. The traffic lane runs very close to the school building and our ventilation system brings the unhealthy exhaust fumes directly into the building.

Important factors to note from the NH Department of Environmental Services:

- An engine that is burning fuel without performing work is idling. Sitting in traffic, picking up or dropping off passengers, warming up your car or engine are all examples of idling. Idling is inefficient because it burns fuel needlessly. In addition, idling puts wear and tear on an engine and contributes to air pollution-related health effects and climate change.
- Thirty seconds of idling can use more fuel than turning off the engine and restarting it. Idling equals zero miles per gallon. Idling is the most inefficient use of a vehicle.
- Depending on engine size, one hour of idling can burn a half to a full gallon of fuel. Idling for 10 minutes uses as much fuel as traveling five miles.
- Breathing exhaust fumes increases the risk of cancer, heart and lung disease, asthma, and allergies, especially in children.
- New Hampshire Law Restricts Idling.

Exit of Traffic Loop

When going through the traffic loop, please exit at the bottom of the hill. Vehicles should never exit at the top of the hill, across from the Olde Meeting House. Vehicles must stop at the bottom of the hill and wait to be signaled by the crossing guard, if present. All cars must yield to school buses and pedestrians especially if there is no crossing guard.

Exit and Entry Times

Limits on entry and exiting the main parking lot during the high traffic times are posted on the entrance sign. This includes 8:15-9:00 am & 3:00-3:45 pm. These are times that buses and cars transport 475 children and over 100 staff members to and from school each day. If you need to enter the school during these times, please park across the street along the perimeter and cross the road with the assistance of our crossing guard.

Crossing Guards

The crossing guards need a great deal of cooperation from everyone!

Please be aware that the crossing guards are managing a multitude of traffic issues, including:

- Buses entering and exiting the school yard
- Children/Staff/Parents crossing Emerson Avenue
- Vehicles exiting at the bottom of the hill, at the end of a pick up or drop off.
- Traffic entering the St. Anne's parking lot.
- Two-way traffic on Emerson Avenue

All drivers and pedestrians are expected to comply with directions/signals given by the crossing guard at all times. Failure to comply with crossing guard directions may result in the Hampstead Police Department being notified.

Bicycles

Due to the heavy volume of traffic on Emerson Avenue, riding a bicycle to and from school is not recommended. Please call the principal to request permission before riding a bicycle to school.

Bus Transportation

Destinations Other Than Home

Any student wishing to ride a different bus from his/her assigned bus or to get off at a different location on the regularly assigned bus **MUST SUBMIT A REQUEST FOR PERMISSION** from his/her parent/guardian to the office **24 hours in advance**. If the bus capacity is acceptable for an additional rider, the permission may be approved.

Bus Assignments

All bus stop information is posted on the district website and can be obtained by using Edulog Web Query. Bus stop changes and routing will be considered and approved by the District. Drivers are not allowed to make changes without approval. If you have any questions, please call: *First Student* at 382-2303.

Bus Stop Safety

Parents are responsible for the safety and behavior of children at bus stops. Playing and pushing at a bus stop can have very serious consequences. Icy conditions can also create dangerous bus stops. Parent supervision is most helpful to assure safety. Please let the school know of any concerns about bus safety issues, which include boarding the bus in the morning, or after leaving the bus in the afternoon.

Bus Evacuation

In case of an emergency arising on the bus, the driver will direct the students to the proper exit in a quiet and orderly manner. Students seated nearest the exits should evacuate first. Once outside the bus, the students should gather as a group in a safe area away from the road and bus until the emergency is under control. The driver will then direct the students back to the bus, an alternate bus, or a safe area in which to wait. Bus evacuation drills will be held twice a year, once in the fall and once in the spring.

Bus and Health Issues

Food is not allowed on buses due to students with food allergies. The only exception would be for medical reasons. In the same respect, we ask that students not open any scented items on the bus as there may be students with sensitivity to smells. This would include perfumes, colognes, and hand sanitizer. If a child has any significant health issues that impact bus transportation, please contact the school nurse. The nurse and administration will work with *First Student* to develop plans for safe transportation for either short-term injuries or long-term conditions.

Safe Bus Transportation

We expect courteous, well-mannered conduct on the buses. All students who ride any of our school buses are subject to the rules and regulations as set forth by the state as well as the Hampstead School Board. The bus driver is in complete control of the bus and the students are to obey bus rules and driver requests at all times. The safety of pupils riding school buses is of utmost importance. It is imperative that good order and discipline be maintained on each bus.

- Students should be at the bus stop before the bus arrives. The driver is not expected or required to wait.
- A student will only ride the bus to which he or she has been assigned, unless the student has a permission note issued by office personnel.
- Only authorized riders are permitted on the bus.
- A driver or principal may assign seating as needed.
- A student will exit the bus at the stop he or she has been assigned, unless the student has a permission note issued by the office personnel.
- Cross the street in front of the bus after the driver gives the “thumbs up” signal.

Pre-K, Kindergarten, 1st. and 2nd. Grade Student Drop Off at Bus Stop

All Kindergarten, First, and Second grade students MUST have a parent waiting at the bus stop when the bus arrives. This is a requirement of the bus company *First Student* and there is **NO exception**. It is not allowed to have the parent waiting in their doorway, or to just simply “open the door” when the bus arrives. If the parent is not at the stop when the bus arrives, the child, and their sibling, if on the same bus, will be returned to the school and their parent will be notified. **All other students (grades 3 and 4) may be dropped off without supervision unless a parent makes it known not to do so.** K-2nd grade students may not be released to a 3rd or 4th grade sibling in place of a parent.

Prior arrangements should be made with students as to where to go if no one is at the bus stop. In certain instances, a driver may keep a child on the bus and contact the school if they feel it is unsafe to let the child off the bus. A parent may be required to pick up the student at school.

Bus Safety

In order to provide for student safety on buses, the guidelines below have been established. Students are to:

- Stay in their seats.
- Keep hands to themselves.
- Follow directions from the driver.
- Refrain from pushing, cutting in line or fighting at any time while on the bus or at the bus stop.
- Refrain from throwing objects or littering.
- Refrain from making excessive noise.
- Refrain from eating or drinking on the bus.
- Keep hands, head, and feet must be kept inside the bus at all times.

Bus Discipline

The following infractions may result in bus suspension, restitution, school suspension, a special seat assignment, verbal warning and/or incident report sent to parents. After three incident reports are sent home, administration may request a meeting with parents to assist with fixing the issues that are prohibiting successful bus transportation:

- Bullying
- Disobedient to driver
- Excessive mischief
- Failure to remain seated
- Harassment – Sexual/Racial/Religious
- Possession/Use of Controlled Substance
- Possession/Use of Tobacco
- Riding ANY bus during suspension
- Unacceptable language
- Vandalism
- Weapons/Explosives/Flammables
- Other serious instances as determined by the school administrator.

Video and Audio Surveillance on School Property

[School Board Policy EEAA](#)

The Board authorizes the use of video and/or audio surveillance devices on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property and to safeguard district buildings, grounds, and equipment.

- The Superintendent will approve appropriate locations for surveillance devices. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.
- Signs are posted on school buildings to notify students, staff and visitors that video cameras may be in use.
- Students will be responsible for any violations of school rules recorded on tape by cameras.
- The District will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording.
- Videos containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or applicable law.
- Any release or viewing of the video will be in accordance with the law.
 - Video recordings may be reviewed by district personnel for discipline and evaluation purposes.
 - If disciplinary action is taken as a result of the videotape, the parent/guardian of the student may request to view the recording with the building principal or Superintendent.
 - Video recordings may become a part of a student's educational record or a staff member's personnel record.
- The district will comply with all applicable laws related to record maintenance and retention.

Legal References:

20 U.S.C. *Family Educational Rights and Privacy Act (FERPA)*

34 C.F.R. 99, *Family Educational Rights and Privacy Act Regulations*

School Bus Safety Program

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least two times a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected on a regular schedule to see that they meet safety regulations.
4. All drivers will be screened before employment for physical condition, proper license, and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed.
5. The Board authorizes use of video and audio surveillance on school buses to ensure the health, welfare, and safety of all students while riding on school buses. Use of such surveillance will be in accordance with policy EEAA, Video and Audio Surveillance.

The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and facilitating its school bus safety program.

Legal Reference:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act
RSA 189:6a, School Bus Safety
RSA 200:40, Emergency Care

Tutoring

There are occasions when it may seem advantageous to have a private tutor work with a child individually outside school. The sequential organization of the school's program of instruction makes it important for the tutor and the regular teacher to confer concerning a child's educational progress. The school may be able to provide you with names of available tutors.

The cost of such a tutoring program will be borne by the parent/guardian with the lone exception for extended illness. If the student is to be absent from school for an extended period of time due to an illness, tutoring services will be provided at the district's expense. This is offered to assure continuity in the child's program of studies.

If there are any further questions about Hampstead Central School please contact:

Principal - Dr. Terrilyn Cheney 329-6326 ext. 1104

or

Assistant Principal - Mr. Peter Schmidt 329-6326 ext. 1103

