

MCS Handbook: A School Community Guide

Welcome to the Monroe Consolidated School.

The purpose of this handbook is to share important information with families, students, and members of our school community.

2025-2026

Mission Statement

"At MCS we think critically, work collaboratively, and practice perseverance and compassion to become responsible global citizens."

Monroe Consolidated School's General Description

The Monroe Consolidated School consists of Preschool through Grade Eight, enrolling approximately 90-100 students. We have a variety of programs to support student learning. Our teachers and classes are clustered in teams that are focused on developmentally appropriate groupings.

We are proud of our strong Integrated Arts program. Music/Art and Library/Computer Science are fully integrated with classroom studies, allowing our students to work toward their goals within a true team approach. Integration between disciplines is authentic and meaningful.

Monroe does not have a designated High School. Traditionally, many families choose St. Johnsbury Academy for grades 9-12. Some families choose Woodsville HS, Blue Mountain Union, Lyndon Institute, or home schooling depending on their hopes for their child.

Monroe Consolidated School and our grades 9-12 students comprise SAU 77. Our District Administrator, Administrative Assistants, Food Service Director and Business Administrator are responsible for all the administrative functions of a traditionally larger school district.

We invite families and community members to positively participate in our school in whatever way they are able. We will have regular events throughout the year that share our school with the greater Monroe Community. Some of these events will be presentations to the School Board by staff and administration, and others will be by students regarding their learning. Exhibitions of Learning and conferences with teachers will also serve to create a strong bond between the school and the community.

Monroe School Board:

James Lang
Robert Regis
Michael Jones
Anna Clement
Randy Gibson

Profiles of the MCS staff can be found on the school's website,
www.monroeschool77.com

School Day

7:50 AM -2:50 PM

School Closings/Delayed Openings

You will be contacted via the Finals site calling system, the number will appear as 1-855-817-6915. Closings and delays will also be posted on WCAX and WMUR, the school's website (www.monroeschool77.com) and the school's Facebook page. Leah Holz, District Administrator, the Monroe road agent and Butler Bus Service will make decisions regarding closings or delayed starts as early as possible.

Emergency dismissals from school will be communicated through the Finals site Calling system.

Personal Electronic Devices

At MCS, we prioritize creating a focused and productive learning environment for all students. In line with this goal, the use of cell phones and smart devices will be restricted during school hours in accordance with NH HB 131. This procedure aims to minimize distractions, promote face-to-face interaction, and enhance overall academic engagement.

During Class Time: Cell phones and smart devices must be turned off or on silent and stored out of sight from the first bell of the day sending students to class until the dismissal bell at the end of the day. They may not be used for any purpose during instructional time.

Between Class Periods: Students may not use cell phones or smart devices during the transition time between classes. Phones need to be away and may not be held in students' hands.

During Lunch: Cell phones and smart devices may not be used during lunch periods. This time is intended for social interaction and relaxation without digital distractions.

A separate form requesting parental acknowledgement of this procedure as well as a description of consequences for inappropriate use will be sent to each family.

Monroe School Dress Code

Please see [Policy JICA](#).

When a garment is in question, a staff member will have a conversation with the student and determine if the student can remedy the situation that school day. If not, parents will be contacted and asked to bring appropriate clothing to school that day.

Dismissal

Before the end of the school day:

When children are to be dismissed during the school day, we ask that parents notify the office ahead of time – a note, an email or a phone call early in the day is necessary. Please state the time you will be picking your child up. If another adult is

picking your child up, please state this information in your note – if we do not know the adult we will ask for identification. Children will be dismissed from the office. We ask adults to wait outside and we will bring the child out to you at the front door.

Buses:

Students will exit through the main lobby. Students are expected to ride their assigned bus, unless parents communicate with the school. If your child is to be dismissed to a different bus, they must have a note telling us which bus they will ride, where they are going, and who the responsible adult will be (i.e. "Susie will ride the bus home with Jane and Jane's mom will meet them.") After-school plans should be made and communicated at the start of the school day. Please see the policy below. Bus transportation is a privilege, not a right unless it is included as part of related services for Special Education students.

Requesting Change or New Bus Stop: If you wish to request a change in transportation for your child, or request a different bus stop you will need to contact Karen Remick in the main office **before 1:00 pm** at attendance@monroeschool77.com or (603) 638-2800 x110.

Nurse's Statement:

Immunization Requirements follow RSA 141:C-20. All parents must show proof of valid immunization records before their student(s) may begin school.

Whenever possible, medicine should be administered at home. Occasionally, however, the medicine must be taken during school hours. If your child takes medicine during the day while at school, the following procedures must be followed:

- The school must have written or verbal orders from the child's physician giving the name of the physician, the name of the drug, the dosage, and when the medicine must be given.
- All medication (prescription and nonprescription) must be in a container that is properly labeled by a pharmacy or physician which provides the name of the physician, the name of the drug, the dosage, and when the medicine must be given.
- We must have written permission from the parent or legal guardian.

Please call the School Nurse with any questions regarding the medication procedures.

Academic Program

Project-Based Learning Overview

Much of our work follows the principles and practices of project-based learning. Student work is meaningful and authentic, instructional and assessment strategies are rigorous and data-driven, and school culture is built based on student's compassion, independence and persistence. Within the principles and practices of

project based learning are the development of critical thinking and problem solving skills. They also need to exchange their reflections with other students and with adults.

Units of study are our primary way of organizing curriculum. The subject matter of a study is a compelling topic that comes from content standards (Common Core State Standards, New Hampshire's College and Career Ready Standards and Next Generation Science Standards.) Projects within these studies require students to construct deep understandings and skills, and products are created for real audiences. Studies support critical academic skills, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service.

A coherent sequence of study is mapped vertically through the grade levels to ensure that topics are not repeated and that students learn essential skills and knowledge. Plans for studies allow for differentiation and enrichment for all types of learners. Students become experts on a topic and have a sense of purpose within their own learning.

An ethic of community service is an important aspect of each study. Students learn the importance of doing meaningful work that will have a positive impact on the world around them.

Exhibitions of Learning

At the end of large studies or trimesters students will often have Exhibitions of Learning which serve as an opportunity for them to each publicly demonstrate and articulate the depth and quality of their learning and growth over the prior weeks and months.

Health and Physical Education

Monroe Consolidated School's health and physical education program has a focus on lifelong fitness, sportsmanship and nutrition. This includes understanding the anatomy and physiology of the human body, outdoor studies, sports teams, and winter sports such as downhill skiing, rock climbing, swimming, and gymnastics. Recess is an opportunity to be actively engaged each and every day, and physical activity is encouraged to continue after school as well.

Classroom Community/Morning Meeting

Each student at Monroe Consolidated School is a member of a classroom community. This ensures that each student:

- Is known well by at least one adult within the school;
- Is an active member of an on-going, small peer community.

In our classrooms, the social curriculum and the academic curriculum are fully integrated and of equal importance. The aims of our classroom communities and morning meeting are the following:

- To create community - providing a sense of belonging, significance and fun/investment;
- To foster responsive interactions - sharing, listening, inclusion and participation;

- To teach the skills needed to be a responsive member of a classroom, school and greater community.

In addition to daily morning meetings, our entire school meets each week for community crew. During this time, student groups have the opportunity to showcase what they have learned or a performance they wish to share. Individual students are recognized for exemplary behavior. These weekly gatherings are a positive, lively time for the MCS community to come together.

Active Practices of Learning

The Monroe Consolidated School educates students from pre-kindergarten through eighth grade. In a typical classroom the day consists of periods when the students work independently or in small groups and periods when they come together for decisions, problem solving or other large-group activities.

Each of our grade levels has their own classroom. All classes have similar structures and materials. This promotes continuity and consistency among the grades. Our classrooms and school library have a vast collection of trade books as well as some text books. They range from simple texts to lengthy chapter books, source materials of all kinds as well as specific materials used for reading instruction of related literacy activities.

Student Assessment

How We Know What Students Are Learning, And How We Measure Progress

We want all our students to produce excellent work. Our standards are high and we want to prepare students to have strong options for their future path. Assessment of student work helps students and their families understand what the student has learned and how the student has progressed in the different subject areas.

Because our academic structures are designed to prepare students for successful projects, we assess student learning in a variety of ways. Students earn competency scores and also present their work to parents and community partners. This combination creates a fuller picture of what students know and are able to do than just grades alone. Specifically, MCS uses a wide range of methods to develop a full picture of student performance: performance assessments, portfolios, exhibitions, homework, class work, projects, classroom tests and quizzes, writing prompts, and local, state and federally mandated standardized testing.

Exhibition of Student Work

An exhibition is a public demonstration that lets students show parents, teachers, and members of the community what they are accomplishing through their learning. We ask that all students and families attend our exhibitions. The exhibit may be artwork; research results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can.

Communicating Student Progress – Reports Cards

At the heart of the Report Cards are sets of learning targets teachers develop from

Federal, State and Local Standards and Competencies for each subject area they teach.

Teachers assess students at the end of each trimester based on their progress in meeting the goals set by the long-term Learning Targets and Competencies and communicate the student's level of proficiency at that point to parents. At MCS, we believe that a student's attitude and behavior are as important as her/his academic abilities; yet achievement in one area is not always reflective of achievement in the other.

Responsive Classroom: Social Curriculum to Support Learning at the Monroe Consolidated School

The Monroe Consolidated School has been using the Responsive Classroom approach school wide for many years. We have used the strategies to successfully reduce classroom interruptions and distracting behavior, build personal responsibility in each student and classroom, and just as important we are creating learning environments where children thrive academically, socially and emotionally.

Please let your child's teacher know if you have any questions. You can also learn more about Responsive Classroom approach by visiting our web site or contacting the developers of the approach at www.responsiveclassroom.org.

Reading Instruction: Monroe Consolidated School Literacy PK-8

All literacy instruction at Monroe School follows the Science of Reading, which is a culmination of research that helps determine the most efficient and effective way to teach students how to read and write. Students in grades PreK-2 start with the phonemic awareness program *Heggerty*, which teaches them to manipulate sounds in words as a building block to reading and spelling. Students in Kindergarten-3rd grade use *Foundations*, which focuses on foundational literacy skills, including decoding, spelling, and handwriting. Finally, students in Kindergarten-8th grade are using the knowledge building program, *Arts & Letters*. This program includes 4 modules per grade level that delve deeply into specific areas of study such as the five senses, creature features, and wind power. Instruction through *Arts & Letters* encourages students to read widely and deeply about a specific topic, explore primary and secondary sources, and analyze fine art to deepen their understanding and to build sophisticated vocabulary and oral language skills. Another important component of this program is writing. Students learn to write about what they read through each grade level. Not only does this foster a deeper understanding of what they have read, but it helps them to practice finding textual evidence, organize their thoughts, and create strong written compositions. Students at MCS follow a comprehensive and thorough sequence of literacy instruction and development to grow and become proficient readers and writers.

Mathematics Instruction

MCS uses the math curriculum "Math in Focus." Math in Focus provides an authentic Singapore math curriculum, which has seen excellent results across the country and the world. Math in Focus highlights problem solving as the focus of mathematical learning. The program teaches concepts using a

concrete-pictorial-abstract learning progression to anchor learning in a real-world, hands-on experience. Math in Focus fully supports the goals of the Common Core State Standards for mathematics. It is a research-based program which focuses on classroom learning, discussion and practice.

The Integrated Arts at MCS

The arts are powerful tools for motivating students to apply their knowledge, work cooperatively, and make connections across content areas; and arts integration can become a natural tool for everyday learning. This is our goal at MCS. As a teaching methodology, learning with and through the arts encourages imaginative, metaphoric, and creative thinking as well as cultural awareness. Participation with the arts gives children the freedom to learn and explore subject matter, discover the world around them, and venture to new worlds. By integrating learning strategies based on the arts, teachers may tap into multiple learning styles and modes of expression, thereby fulfilling several goals of multicultural education. The most familiar, most common, and least integrated experience students have with the arts is learning about them: In classes taught by art specialists they learn about painting, drawing, music, and perhaps even dance or drama. There's no question that these courses enrich students' lives. However, learning through and with the arts supports an integrated approach to curriculum development and teaching. It also fits very nicely into the project-based model of teaching and learning at MCS.

Student Services Team

School Counselor

The role of the School Counselor is one with the goal of collaboration between staff, administration, and families. The program offers classroom lessons on identifying and managing emotions, problem solving, positive peer relationships, personal safety, and other social emotional topics as needed. The program also offers opportunities for smaller groups of students to work on targeted skills such as friendship, handling stress, anxiety, and managing emotions. In addition the school counselor works individually with students on short-term goals such as cultivating social emotional skills, and providing a supportive spot during challenging times (this is not therapy and is not long term.)

School Psychologist

The school psychologist functions as a key resource for MCS in understanding students with special needs through the administration and interpretation of individualized assessments, classroom observations, consultations, as well as through the design of interventions.

Responsive Classroom and School Wide Discipline

The primary behavioral interventions at MCS are centered around positive classroom culture and close and supportive relationships between adults and students, based on the principles of Responsive Classroom. In addition to these principles, schoolwide expectations are also put in place based on the MCS character traits:

Responsible
Engaged
Spirit

Sexual Harassment

MCS will maintain a learning environment for students free from sexual harassment. Sexual Harassment is against the law. The District will investigate all complaints, formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.

Please see Policy [ACAA](#).

Hazing

Please see Policy [JICFA](#).

Hazing means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Response to Reports of Harassment

Our response to harassment begins with immediately stopping the behavior through direct interventions followed by reporting to the parents of both parties. Investigation of the incident will then be conducted, beginning with the designated employee determining if an informal resolution is possible. An informal resolution begins with a conversation with the individuals involved (separately) and may lead to mediation. If this is not possible, the principal initiates an investigation within one school day.

School Board Policy:

PUPIL SAFETY AND VIOLENCE PREVENTION-Bullying

See also [JBAA](#), [JIC](#), [JICD](#)

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at a pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or

e. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors or beliefs.

2.Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyber bullying.

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

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

5.Perpetrator means a pupil who engages in bullying or cyberbullying.

6.Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

(1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

(2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The District Administrator is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the District Administrator after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.
5. The consequences and appropriate remedial action for an administrator who engages in reprisal or retaliation shall be determined by the School Board after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the DA or other staff member that they believe they may be retaliated against, the DA shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, rearranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d)) The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The District Administrator may determine the method of providing the policy (employee handbook, hard copy, etc.) The District Administrator will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually in the Community Handbook. Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

Student anti-bullying training and education will be incorporated into the district's curriculum.

Parents

All parents will be provided with a copy of this policy annually in the Community Handbook. Parents will be informed of the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the DA shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes they have been the victim of bullying should report the alleged acts immediately to the Coordinator of Discipline (COD.) If the student is more comfortable reporting the alleged act to a person other than the COD, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the COD as soon as possible, but no later than the end of the school day.
3. The COD and DA may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report

anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

5. Upon receipt of a report of bullying, the COD shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.

2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.

3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the CODI as soon as possible, but no later than the end of the school day.

4. Upon receipt of a report of bullying, the COD shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g)) In order to satisfy the reporting requirements of RSA 193-F:6, the Principal shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the COD shall retain a copy and shall forward one copy to the District Administrator. The DA shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h)) The COD shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i)) The DA may, within a 48 hour time period, grant the COD a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the DA deems such waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the COD shall, within 5 school days, initiate an investigation into the alleged act. If the COD is directly and personally involved with a complaint or is closely related to a party to the complaint, then the DA shall direct a qualified third party to conduct the investigation.

2. The investigation may include documented interviews with the alleged victim,

alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. If the alleged bullying was in whole or in part cyberbullying, the COD may ask students and/or parents to provide the District with printed copies of emails, text messages, website pages, or other similar electronic communications.

4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

5. Factors the COD or other investigator may consider during the course of the investigation, including but not limited to:

- a. Description of incident, including the nature of the behavior;
- b. How often the conduct occurred;
- c. Whether there were past incidents or past continuing patterns of behavior;
- d. The characteristics of parties involved, (name, grade, age, etc.); e. The identity and number of individuals who participated in bullying behavior; f. Where the alleged incident(s) occurred;
- g. Whether the conduct adversely affected the student's education or educational environment;
- h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
- i. The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The COD shall complete the investigation within 10 school days of receiving the initial report. If the COD needs more than 10 school days to complete the investigation, the DA may grant an extension of up to 7 school days.

In the event such an extension is granted, the COD shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying along with a final written report.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systemic problems related to bullying.

Examples of Consequences may include but are not limited to:

- a. Admonishment
- b. Temporary removal from classroom
- c. Deprivation of privileges
- d. Referral to disciplinarian
- e. In-school suspension
- f. Out-of-school suspension
- g. Expulsion

Examples of remedial measures may include, but are not limited to:

- a. Restitution
- b. Mediation
- c. Peer support group
- d. Corrective instruction or other relevant learning experience e.
- Behavior assessment
- f. Student counseling
- g. Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the DA to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the District Administrator (RSA 193-F:4, II(I)

The COD shall forward all substantiated reports of bullying to the District Administrator upon completion of the Principal investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m)

1. Within two school days of completing an investigation, the COD or DA will notify the students involved in person of his/her findings and the result of the investigation.

2. The COD or DA will notify via telephone or personal conference the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.

3. If the parents request, the COD or DA shall schedule a meeting with them to further explain their findings and reasons for their actions.

4. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the COD's decision to the District Administrator in writing within five (5) school days.

The DA shall review the COD's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the DA's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

2. The procedures under RSA 193:13, ED 317 and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XVI. School Officials

The District Administrator is responsible for ensuring that this policy is implemented. The School Board may establish additional procedures to facilitate the implementation of this policy.

Bullying Process:

All members of the Monroe Consolidated School Community have a responsibility to report instances of suspected bullying whether they are the victim or a bystander. Students should report suspected instances of bullying to their teachers, school counselor, or school nurse. School staff and other community members should complete the Complaint of Alleged Bullying form that is available in the school office. This form should be turned into COD within 24 hours of the alleged incident. COD will then determine, in collaboration with other members of the school community who are knowledgeable in this area, if the incident constitutes bullying or not. It is the right of any parent to appeal the COD's decision to the District Administrator for review.

Equal Opportunity

The Monroe Consolidated School District will not discriminate on the basis of disability, race, color, sex, age, and religion (creed), ancestry, sexual orientation, gender identity, place of birth or national origin, or marital status in admission or access to, or treatment or employment in, its programs and activities as and to the extent provided by law.

Child Find

The Monroe Consolidated School District is working to locate any children or young adults between the ages of 3 and 21 years of age who have a physical, intellectual or emotional disability as required by law and ethical awareness. Annually the Monroe Consolidated School District will send out a CHILD FIND notice asking if you have concerns about your child's development?

The Monroe Consolidated School District will evaluate your child's development in Vision, Hearing, Speech, Learning skills and Coordination. This screening is available free for children, ages birth to 5 years old. Children who reside in Monroe are eligible to participate. If you know of such an individual, or would like more information regarding Special Education, please call or email the Coordinator of Student Services, Kailie Boothby, for more information.

Attendance

– RSA 193-1: Child shall attend school full time on a regular basis. In order to take maximum advantage of the educational opportunities students need to establish a regular and punctual pattern of attendance when school is in session unless:

- Child is assigned to another public school or approved private school outside the district for the same time;
- Child receiving home education or;
- DA has excused the child from attendance because the child is mentally or physically unable to attend school or has been excused for purposes agreed upon by the school authorities and parents.

Under Policy [JH](#), Attendance, Absenteeism and Truancy, three unexcused tardies will result in one unexcused absence. Please refer to the policy for examples of excused tardies and absences. Students are considered tardy when arriving after 7:50am. Please provide us with written notice (email is fine) explaining why your child is tardy on any day.

If your child is not attending school either for a full day or for only part of the day, please email the school at attendance@monroeschool77.com or call the school at (603)638-2800 - choose Karen Remick's extension (110) and leave a message as to why they are not in school or why they will be tardy. If you wish to notify the school prior to the day your student will be tardy/ absent you may do so. The office will make a notation on the daily bulletin so bus drivers will then know not to stop at your bus stop this particular time.

If notification regarding tardiness or absence is not received from the parent/guardian then a call or email will be made to your home, cell or work number if necessary, to find out why your child is not in school.

Copyrighted and other Proprietary Materials:

"It is the intent of the Monroe School District to adhere to the provisions of the US Copyright Act and licensed agreements and/or policy statements contained in software packages and other resources used by the District. Whether for personal use or for use of others, students may not duplicate copyrighted materials, graphics or software, unless it falls under the legal parameters of the fair use doctrine."

Safety Drills

Safety drills, in which every person leaves the building, are a requirement by state law and a safety measure. When we have safety drills, attendance will be taken and any absences will be reported to the office. Drills should be taken seriously, as they are practice for what could be an authentic emergency.

Any student who intentionally sets a fire or activates a false alarm will be reported to the State Police.

Free and Reduced Lunch

Paperwork for Free or Reduced meals will be sent home early in the school year. It is important to the success of our breakfast/lunch program that each family who is

eligible fills out this paperwork. Having an accurate number for those who qualify for free and reduced lunch provides more state and federal funding to the school. Please fill out the paperwork if you think you will qualify even if your child chooses not to eat either breakfast or lunch. It is important for families to realize that this percentage is used to qualify our school for numerous state and federal programs. It can mean many thousands of extra dollars in Federal and State grants if everyone in need applies for this confidential program.

You should also know that all Free and Reduced applications are confidential. When you send the forms into the office, we sort them and separate the free/reduced forms, handling them separately from all others you fill out. When a determination is made about qualification you will be notified. We use a check-off system to keep track of who is eating lunches and there is no public indication of who is receiving free/reduced meals. We take a great deal of care in protecting everyone's privacy. Thank you in advance for participating in this program.

Again this year, all student meals will be free of charge. All students will have access to both breakfast and lunch without cost. Milk will be available for purchase to those students who do not have school lunch.

Charging of School Lunch Procedures

The Monroe School District recognizes the value of good nutrition to our students' health and educational well-being. The School Food Service Department, as part of the National School Lunch Program, makes balanced meals available to students every day that school is in session. These meals not only meet specific nutritional guidelines, but must also be provided in a financially responsible manner.

Monroe School Food Service operates as a debit system, with accounts for each child. Monthly, weekly or daily payments are encouraged for milk (for those students who do not get school lunch.) Parents/Guardians are expected to be responsible for not letting the account become past due. Low balance notices will be given to students.

If a student falls below zero, the Food Service Director will call the household and a written notice will be sent home. The account must be paid in full within 3 days.

If any account reaches \$10 past due, the Food Service Director will personally call the household again. Parent/Guardian will be expected to provide payment at that time. The account must be paid in full.

All monies received will be applied to past due balances first. If the balance due is paid off, but no payment is received for current day, the student will continue to receive auxiliary meals.

All staff may also set up debit accounts. Credit will not be extended to staff.

In accordance with Federal law and U.S. Department of Agriculture policy, the Monroe Consolidated School District is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Parent Concern Process – This section is extremely important and will help build communication and trust. Please read carefully.

From time to time, a parent, community member or staff member might have a concern about actions taken by an administrator, individual teacher, paraprofessional, bus driver or other staff member. The staff of the Monroe Consolidated School would be glad to talk with any person who has a concern, try to understand the concern and to help to resolve the situation. To this end, and to be sure that the process goes smoothly and fairly, we have adopted the following procedure. All such conversations and written accounts are considered confidential:

1. A parent, community member or staff member who has a concern must communicate directly with the person or persons involved first to try to resolve the issue.
2. If the person who has the concern calls the District Administrator or the School Board, the aggrieved party will be encouraged to consult with the person with whom they have the concern. Please note that an individual member on the School Board has no official role outside of a duly warned meeting. Sharing information or confidential information will mean that the Board member, or members, will not legally be able to participate if the situation ends up being heard by the School Board through the policy guided hearing process.
3. The School Board Chair will turn the concerns over to the District Administrator and shall not take action.
4. The DA will then confer with the staff person about the issue after they have encouraged the person voicing the complaint to talk with them.
5. If the issue cannot be resolved by talking with the staff member directly involved, then the DA will assist in solving the problem with the person and staff member.
6. Every attempt will be made to keep staff members informed about issues that arise. It is important that the process is fair and equitable and, to this end, every effort will be made by the administrator to provide available information.
7. Some issues may require confidentiality, which would prohibit the administrator from contacting the staff member or parent (i.e. any issue which is a mandatory DCYF report).
8. For protection of children, as well as staff members,

the Superintendent will do their best to keep everyone informed and to act in the best interests of the school community.

9. If a teacher/staff person is a member of the union it is advisable that a union representative be present to document any concerns, which have been noted. (A union representative might or might not be present at a meeting between the administrator, the person making the contact, and the staff member. This is at the staff member's discretion).

10. If a parent is not satisfied with the written response from the DA, they should write solely to the School Board Chair to share their concerns. The School Board Chair will then communicate with the DA.

Entrance Age

Preschoolers must be 4 years old by September 30, 2025.

Kindergarteners must be 5 years old by Sept. 30, 2025.

Please call or email Karen Remick to make an appointment, or to request registration papers.

Alcohol and Drugs

It is the policy of the Monroe Consolidated School District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.

Tobacco Use

RSA 126-K:2 prohibits the use of any tobacco product, E-cigarettes, vaping or liquid nicotine on school grounds. See policy [ADC](#).

ADMISSION OF RESIDENT STUDENTS

The school district of residence is defined by RSA 193: 12, II.

All new resident students, accompanied by a parent or guardian, will register before opening day or before their first day of school. Students entering school for the first time must have a birth certificate, proof of physical examination, immunization records, or a waiver of immunization and proof of residency satisfactory to the District Administrator or their designee. A current New Hampshire driver's license showing a Monroe address will be valid proof of residency. In cases where there is a need to validate a student's legal residency, it will be done through the Grafton County Sheriff. Proof of residency may be required at the beginning of each school year. The DA or designee will meet with new students and parents to explain the school program and policies.

Any applicable parenting plan or other court documents should also be provided at time of enrollment.

Weapons

It is the policy of the Board to comply with the federal Gun Free Schools Act of 1994, requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, as well as the Section 504 of the Rehabilitation Act.

School Board Policies

Policies are posted on the school website and will be updated as needed.

Annual Notification of FERPA Rights SAU 77 Monroe Consolidated School

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

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

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

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

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice.) Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

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

Off-Site Learning Experiences (Field Trips)

Permission Slip and Parent Authorization and Liability Release Forms: copies of both slips will be sent home and returned to the classroom teacher. Student interest and engagement drives learning and the curriculum, teaching practices and culture at MCS are built around this premise. From time to time we will be connecting our learning to areas of interest within Monroe and surrounding communities. You will have the opportunity to sign a blanket permission form for walking trips within 5 miles of the school (i.e. public library.)

At times, classroom teachers will ask for parent involvement with these trips. In order to supervise children other than your own, you must complete a background check through the State of NH. The paperwork for this background check is provided through school. To ensure that students gain the most from their off-site learning experiences, chaperones may not bring anyone else (i.e. other siblings) on the trip (unless otherwise specified.)

A. Student Behavior and Rules:

The Monroe Consolidated School Field-Based Learning Opportunities are school-sanctioned activities and all of the rules, policies, standards and norms of Monroe Consolidated School remain in effect for all aspects of this program including transportation to and from the activities and during the activities themselves. The student agrees to abide by these rules, policies and standards of behavior and in all instances to follow the specific instructions of the Chaperones.

Proper behavior is expected at all times. If improper behavior cannot be corrected after the first occurrence, then parents will be contacted and will have to pick up their child at the activity.

Insubordination, Profanity, Drinking, Smoking, and Drugs will NOT be tolerated.

Behaving in an inappropriate way or in a way that is unsafe to themselves or others may result in the immediate loss of the activity for the remainder of the school year as well as other consequences including but not limited to disciplinary actions of suspension and expulsion, forfeiting any fees paid and loss of opportunity to participate in the subsequent year. Parents will be responsible for transporting children home from wherever the problem occurs.

If a student breaks the law under our supervision (i.e.: drinking, drugs, stealing etc.), the local authorities will be notified and parents will be responsible for transportation home from wherever the problem occurs!

B. Authorization for Emergency Medical Treatment

The parent or guardian gives permission to any chaperone or school employee to obtain medical treatment for the health and well being of the student if necessary during the activity. The parent/guardian authorizes the chaperone or school employee to provide medical information to emergency personnel, and to execute any medical treatment authorization forms on behalf of the parent or guardian.

MCS encourages the involvement of parents and community members as volunteers. Designated volunteers will be required to undergo a background investigation through the State of NH. If you are interested in volunteering, an application is available in the office. When teachers request volunteer assistance, we will contact you. Volunteer assignments will be made by the DA.

Technology

Acceptable Use Policy-Student Regulation [EHAA-R2](#): a copy of this policy will be made available for signature and is to be returned to the school office.

Monroe's use of technology for learning offers many powerful tools for achieving our educational mission. Using these tools in a socially responsible way requires every student technology user to honor both the letter and the spirit of the following terms and conditions, and actively strive to uphold the required level of trust.

Students will indicate their agreement with each statement and section of this agreement by initialing the line before it. Students, their parents, and Monroe classroom teachers will indicate they are joined in this agreement by signing on the lines at the bottom.

Definitions:

Learning technology refers to computers, software and equipment used with computers; projectors; recorders; portable media players such as iPods; cameras; microscopes; televisions; CD and DVD recorders and players; and other equipment located at Monroe Consolidated School. It also includes the internet, email, online search programs, Monroe's network, and other services used while at Monroe Consolidated School.

BUS TRANSPORTATION

Student Conduct on School Buses

Students using District transportation must understand that they are under the jurisdiction of the School from the time they board the bus until they exit the bus. Butler's Bus Service requires an adult to be present and in sight for all students fourth grade and below, unless otherwise documented by parents/guardians.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied the privilege of transportation in accordance with the

regulations of the Board. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's School Administrator. Parents of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The bus company and/or School Administrator will have the authority to suspend the riding privileges of students failing to conform to bus rules and regulations. The Board must approve suspensions of riding privileges that continue beyond twenty (20) days.

Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to the School Administrator. If the School Administrator's ruling does not satisfy the parents, they may request in writing within five (5) days of the School Administrator's ruling to appear before the Board.

**Monroe Consolidated School
Monroe School District
School Administrative Unit 77**

July 1, 2025

**ASBESTOS MANAGEMENT PLAN
ANNUAL NOTICE OF AVAILABILITY**

To Staff, Parents/Guardians, and Students:

This notice serves to fulfill annual notification requirements in accordance with Section 763.93 of the *Asbestos Hazard Emergency Response Act* (AHERA). AHERA requires that all school buildings be visually inspected by accredited inspectors to identify all asbestos-containing building materials (ACBM) that may be present in the school, and to maintain records of all activities related to inspections, removal and maintenance of ACBM. As required under AHERA, Monroe Consolidated School must maintain an Asbestos Management Plan (AMP) and keep the AMP on file at the school, and the School Administrative Unit Office. The AMP is available for review during school hours, Monday through Friday.

Periodic surveillance of known asbestos in Monroe Consolidated School is performed every six months by a designated person to assess the condition of the ACBM. Six-month Assessment Results are maintained and are also available for review in the AMP.

For additional information, please contact our Local Educational Agency Designee, Rose Bogie at 603-638-2800 ext 114, or RBogie@monroeschool77.com.

Sincerely,

Rose M Bogie
Business Manager
Monroe School District – SAU 77

Cc: Faculty Staff
Parents/Guardians
School Website
Community/Staff Handbooks

* THE MONROE SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER.

▪ Leah Holz- District Administrator ▪ Brittany Kempton Director of Curriculum & Instruction

Rose Bogie - Business Manager ▪ Karen Remick –Executive Secretary
Telephone: 603-638-2800 Fax: 603-638-2031 Website: www.monroeschool77.com
P.O. Box 130, 77 Woodsville Rd. Monroe, NH 03771