

**Pasquaney School District**  
**Policy IFA: Instructional Needs of Each Individual Student**

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**Policy IGE: Parental Objections to Specific Course Material**

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building Principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building Principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school through approved independent study, or through another method agreed to by the parent/guardian and the building Principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

**NOTE regarding human sexuality and human sexual education:** In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**Policy IHAK: Character and Citizenship Education**

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual has dignity and worth.
7. A free society requires respect for persons, property, principles and self.
8. Each individual has a right to learn and freedom to achieve.
9. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
10. Each individual has the right to personal liberties.
11. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
12. Each individual has a responsibility to the group as well as to the total society.
13. A democratic government is established by majority vote.
14. Democratic societies are based on law.
15. Problems are solved through reason and orderly processes.
16. An individual should be tolerant of another's beliefs and should have the freedom to express his/her own.
17. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

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**District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

**District revision history:**

**Pasquaney School District**  
**Policy IHAM: Health Education and Exemption From Instruction**

Consistent with state law and Department of Education requirements, health and physical education, including, instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

***Opt-Out Procedure and Form***

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course

Material: Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

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**District Policy History:**

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Second reading/adopted: \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**IHAM-R: Health Education and Exemption From Instruction –**  
**Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form**

I, \_\_\_\_\_ (parent/guardian) request that my child, \_\_\_\_\_  
be excused from participating in certain units of health or sex education instruction or that I object  
to the course material described below.

I request that the District waive the class attendance of my child in a class or courses on:

- ☐ Comprehensive sex education, including in grades 6-12, instruction on the prevention,  
transmission, and spread of AIDS.
- ☐ Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and  
spread of AIDS.
- ☐ Instruction on diseases.
- ☐ Recognizing and avoiding sexual abuse.
- ☐ Instruction on donor programs for organ/tissue, blood donor, and transplantation.

Please identify the grade level, class, and building:

\_\_\_\_\_  
\_\_\_\_\_

or

I object to this course material being used for my child's education: (describe the specific course  
material in detail):

\_\_\_\_\_

I understand that I am requesting the school to excuse my child from certain units of curriculum or  
specific course materials that are required by state law. I further understand that in lieu of  
receiving instruction in this unit of health education, my child may be required to receive  
alternative learning in health education that is sufficient to enable my child to meet state  
requirements for health education. I understand that I may be responsible for the additional costs  
of the alternative course material. I further understand that this opt-out exemption is only valid for  
the school year in which it is signed and subsequent waivers may be necessary. See RSA 186:11,  
IX-e (as amended in 2017).

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Administrator Signature

Date Received \_\_\_\_\_

This form is exempt from disclosure under the Right-to-Know law, RSA Chapter 91-A. RSA 186:11,  
IX-e.

Pasquaney School District  
IHAM-R: Health Education and Exemption From Instruction –  
Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form

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**District Policy History:**

First reading: \_\_\_\_\_

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**District revision history:**

**Pasquaney School District**  
**Policy IHAMA: Teaching about Alcohol, Drugs, and Tobacco**

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades K-8, the District shall provide aged and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Building Principal shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**Policy IHBA: Programs for Pupils with Disabilities**

**A. PROGRAMS AND SERVICES**

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans With Disabilities Act (Title II), and New Hampshire Law. These laws include procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

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Disabilities are defined differently under the IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school.

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Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA. In other words, students may be disabled within the meaning of Section 504 and Title II even though they do not requires services and specially designed instruction pursuant to the IDEA.

An IDEA-eligible student is entitled to receive special education and related services when the student reaches three years of age and continues until the student's 22<sup>nd</sup> birthday or until such time as he/she receives a regular high school diploma, whichever occurs first, or until the student's Individualized Education Program (IEP) Team determines that the student no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

**B. NOTICE OF PROCEDURAL SAFEGUARDS**

1. IDEA SAFEGUARDS. For IDEA-eligible students, the District utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Special Education Office.



The District will provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

- a. Upon initial referral or parent request for evaluation;
- b. Upon receipt of the first request for a due process hearing filed in a school year;
- c. Upon receipt of the first State complaint in a school year;
- d. Upon request by a parent; and
- e. In accordance with the discipline procedures in §300.530(h).

Further information regarding special education procedures and services is available through the District Special Education Office, and in the District's Special Education Policy and Procedures Manual, a copy of which is available through that office.

2. **SECTION 504 SAFEGUARDS.** For procedural safeguards relative to Section 504, the District utilizes the "Notice of Parent and Student Rights Under Section 504", an administrative document coded as IHBA-R.

The Superintendent or Superintendent's designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

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**District Policy History:**

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**District revision history:**

**Pasquaney School District**  
**IHBA-R: Programs for Pupils with Disabilities –**  
**Section 504 - Notice of Parent & Student Rights**

## **Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

**Dual Eligibility:** Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook" available through the school district's Special Education Department and sets out the rights assured by IDEA.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)
3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)
4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)

8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Director of Special Education within 30 calendar days from the time you receive written notice of the Section 504 action(s).
13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Special Education Director (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:  
Office for Civil Rights  
U.S. Department of Education,  
5 Post Office Square  
Boston, Massachusetts 02109-3921  
Tel: (617) 289-0111  
TTY: (877) 521-2172  
FAX: (617) 289-0150  
[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
Web Contact: [www.ed.gov](http://www.ed.gov)

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**District Policy History:**

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Second reading/adopted: \_\_\_\_\_

**District revision history:**

**Pasquaney School District**  
**Policy IHBA: Evaluation Requirements for Children With Specific Learning Disabilities**

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District shall use:

- A. The “pattern of strengths and weaknesses” model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1) and 300.309(a)(2)(ii).
- B. The “response to intervention” (RTI) model as set forth in Ed rule 1107.02(a)(2) and federal regulation 34 C.F.R. §§ 300.307(a)(2) and Ed rule 1107.02(a)(2).

The District will find the child eligible if the child satisfies either model, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§ 300.301 - .311, as applicable.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

**District revision history:**

**Pasquaney School District  
Policy IHCA: Summer Activities**

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**Policy IJO: School, Family and Community Partnerships (dually coded KA)**

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular, two-way and meaningful. Parents are full partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be developed to assist students in the successful transition to employment or further education.

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**District Policy History:**

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Second reading/adopted: \_\_\_\_\_

**District revision history:**

## Pasquaney School District Policy IJOC: Volunteers

**A. General Policy** The School Board supports and encourages the use of parent and community member volunteers in our schools to assist school and District staff in meeting the needs of students and serving the school community at large.

### **B. Definitions**

1. **Volunteer** Under the Fair Labor Standards Act ("FLSA"), "volunteers" are persons who perform service (1) without promise, expectation or receipt of compensation for the services rendered (reimbursements, and modest stipends excepted); (2) have offered their services freely and without pressure or coercion from any employer, and (3) are not otherwise employed by the District to perform the same type of services for which the individual intends to volunteer.

This expansive definition includes such services whether for classroom or other student programs or activities, or for services such as committee work, chaperones, trades work, etc..

2. **Volunteer** as used in this policy shall have the same definition as in Board policy GBCD - Background Investigation and Criminal Records Check. Before a person may volunteer in a position or perform a function falling within the definition of Volunteer, such person must undergo a background investigation and criminal history Records check as described in policy GBCD. Additionally, as required by RSA 189:13-a, XII and police GBCE, all Volunteers must receive training and information relative to child abuse prevention.

**C. Coaches** All coaches, including assistant coaches, whether receiving a stipend or not, are Designated Volunteers as defined in paragraph B above. Additionally, head coaches of team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach.

**D. Volunteer Application, Selection and Assignment** Persons wishing to volunteer at the District should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the Principal's or SAU office.

Volunteer selection shall be made based on the qualifications and availability of the volunteer.

Volunteers shall be provided appropriate training at the building level consistent with their tasks, existing District standards and applicable laws and Board policies. This training shall be coordinated under the leadership of the principal or other supervising administrator. At a minimum, such training will include (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; (4) expected relationship to regular staff; and (5) information on nondiscrimination and prohibition against teaching or advocating discriminatory concepts.

Volunteer assignments shall be made by the building or administrator responsible for that program, or the appointing authority in the event of a committee.

Volunteers shall be assigned only to those staff members who have requested volunteer assistance through their administrative supervisor (e.g., principal, athletic director, facilities director) or to administrative or district level committees.

**E. Supervision** Volunteers may not be assigned to perform any services within school buildings or during school activities during times that students may reasonably be expected to be in attendance, unless the volunteer is either a Designated Volunteer (i.e., has undergone a background investigation and Criminal History Records Check, or is under the immediate direction of a staff or administration member within the pertinent program).

**F. Volunteer Responsibilities and Duties** Other than committee volunteers, and head coaches/directors, volunteers may only serve in the capacity of assistants. Instructional services shall be rendered only under the supervision of certified staff.

All volunteers will sign a confidentiality agreement provided by administration, and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district employee who has a legitimate educational purpose for discussing such information.

Volunteers with special talents, hobbies or experiences may share those with students in a suitable educational setting scheduled by the staff or administrative member responsible for supervising the class, activity, program or project.

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

**G. Volunteer Termination** Volunteers serve at the pleasure of the District. Except as may be provided in an individual volunteer's agreement, services of a volunteer may be terminated, without notice, at any time when circumstances in the judgment of the supervising administrator warrant termination.

**I. Implementation** The Superintendent is authorized to develop and administer any regulations or procedures s/he deems necessary or appropriate to implement this policy.

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**District Policy History:**

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Second reading/adopted: \_\_\_\_\_

**District revision history:**



**Pasquaney School District  
Policy IKB: Homework**

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

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**District Policy History:**

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***District revision history:***

**Pasquaney School District**  
**Policy IKE: Promotion and Retention of Students**

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules shall be published in the Parent-Student Handbook.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness.

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**District Policy History:**

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***District revision history:***

**Pasquaney School District**  
**Policy ILD: Non-Educational/Non-Academic Questionnaires, Surveys & Research**

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures and exceptions.

**A. General.**

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

**B. New Hampshire Law.**

Under RSA 186:11, IX-d, prior notice and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;

6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics.

### **C. Federal Law.**

1. **Protection of Pupil Rights Amendment.** Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:
  - a. Political affiliations;
  - b. Mental and psychological problems potentially embarrassing to the student or the family;
  - c. Sexual behavior and attitudes;
  - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
  - e. Critical appraisals of other individuals with whom respondents have close family relationships;
  - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
  - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
2. **Federal Exception.** Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
  - a. College or post-secondary education recruitment, or military recruitment;
  - b. Book clubs, magazines, and programs providing access to low-cost literary products;
  - c. Curriculum and instructional materials used by schools;
  - d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;

- e. The sale of products or services to raise funds for school-related or education-related activities; and
- f. Student recognition programs.

Caution: This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).

#### **D. Notification and Inspection.**

When school personnel intend on administering a non-academic survey the school shall provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

#### **E. Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.**

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

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#### **District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

#### **District revision history:**

**Pasquaney School District  
Policy IMAH: Daily Physical Activity**

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- a. Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- b. Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- c. Integrate health and physical activity across the school curriculum;
- d. Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- e. Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- f. Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- g. Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- h. Encourage physical activity recess periods; and
- i. Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

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**District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

**District revision history:**

**Pasquaney School District  
Policy IMGA: Service Animals**

**A. General Conditions.**

1. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. "Service animals":
  - a. "Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

- b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.

3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.
4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.
6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.
8. As used in this policy, "service animal trainer" shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

## **B. Administrative Review of Service Animals.**

1. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:
  - a. Whether the service animal is required because of a disability;
  - b. What work or task(s) the animal has been trained to perform;
  - c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167, and section A.7 above.
2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.
3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the



school), the individual using the service animal (or in the case of a student, the student's parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in advance.

- a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).
  - b. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.
4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

### **C. Additional Considerations Relative to Service Miniature Horses.**

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken; and
- d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

### **D. Removal or Exclusion of Service Animals from School.**

1. The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:
  - a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;
  - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);
  - c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;

- d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or
  - e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).
2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Pasquaney School District**  
**Policy KA: School, Family And Community Partnerships (dually coded IJO)**

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular, two-way and meaningful. Parents are full partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be developed to assist students in the successful transition to employment or further education.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***