

Hillsboro-Deering Elementary School



Student-Parent Handbook

August 2024

Dear Hillsboro, Deering, and Windsor Families,

This handbook has been designed to give students and families an understanding of our expectations, responsibilities, procedures, rules and guidelines. While we have made every effort to include as much information as possible, the information in this document does not review all potential situations and policies. The complete list of Hillsboro-Deering School District policies may be found on-line at www.hdsd.org. If you have any questions after reading and reviewing the handbook with your child, please feel free to contact us at 603-464-1110 or via e-mail (see below for our email addresses).

Students show high rates of social, emotional, and academic success when there is an active and strong partnership between our school and families. Please be sure to reach out and get as involved as you can be with your child's education whether volunteering at school events, through conversations with teachers and administration, ensuring regular school attendance, participating in our Open House and Family Night events, or becoming a member of the PTO. Regularly updated HDES news and information may be found at our school website (<https://www.hdsd.org/Domain/49>)

Once again, welcome!

Robin Whitney, PreK-2nd grade Principal
Nicole Barton, 3rd-5th grade Principal
Veronica Hytner, Special Education Coordinator

HDES FACULTY LIST

PreK-2nd grade PRINCIPAL
3rd-5th grade PRINCIPAL
SPECIAL EDUCATION COORDINATOR
SECRETARY to the PRINCIPALS
OFFICE PARAPROFESSIONAL
OFFICE PARAPROFESSIONALS

Robin Whitney
Nicole Barton
Veronica Hytner
Vanessa Gaffey
Brittany Morrill (Special Education)
Cathy Bennett

KINDERGARTEN

Terri Carson
Lisa Whipp
Virginia McLay
Kelsie Dickey
Hannah Murdough

GRADE ONE

Shannon Adamo
Elizabeth Poehlman
Danielle Parenteau
Ellen Ward

GRADE TWO

Deborah Dyer-Quinn
Alana Kimball
Veronique Lambert
Kelly McDermott

GRADE THREE

Maggie Cover
Carolyn Meffert
Jill Cover

GRADE FOUR

Rebecca Bagtaz
Leaghanna Dumas
Megan Henry
Gianna Gollotto

GRADE FIVE

Kaitlyn Gillett
Deanna Neal
Stephanie Savoy
Zachary Grupp

PRESCHOOL

Meagan Willett
Krystle Murdough
Michele Sump

SCHOOL COUNSELOR

Cara Juliano
Shannon Rockwell

HEALTH OFFICE

Nurse-Jessica Grovo
LNA-

MEDIA

Meg Jones

MUSIC

Christine Haley

ART

Liz Brett

PHYSICAL EDUCATION

Michael Silverstein

SCHOOL PSYCHOLOGIST

OCCUPATIONAL THERAPY

Stacey Romano
Jenna Rheult

READING SPECIALIST & MATH SPECIALIST

Dagmar Herrick, Kate Griffin

REACH PROGRAM

Kathleen Wechsler

SPEECH/LANGUAGE DEPARTMENT

Amy Highstrom
Courtney Leitner
Rebecca Decker
April Burnham

ABLE PROGRAM

Tonia Whitman

TITLE I

Paul McQuilkin
Gail Eaton
Sue Kingsbury
Pam Pascale

ASPIRE PROGRAM

Melissa Montanez

SPECIAL EDUCATION TEACHERS

Betsy Buck, Kimberly Wesler, Emilie Slossar,
Mary Johansen, Laurie Gould, Melissa Montanez



SCHOOL DAY SCHEDULE

8:20 AM	PreK-5th grade students arrive at carpool
8:45 AM	Attendance & Morning Meeting
2:55 PM	Dismissal of 3rd-5th Grade Walkers, Carpoolers, and After School Program
3:00 PM	Dismissal of K- 2nd Grade Walkers
3:05 PM	Busses are announced upon arrival

PRESCHOOL SCHEDULE

Please refer to a letter from your child's preschool teacher regarding the days and times your child will be attending.

Lunch/Recess Schedule

Grade

K	11:30 Lunch 12:00 Recess
1	11:30 Recess 12:00 Lunch
2	10:30 Recess 11:00 Lunch
3	11:35 Recess 12:30 Lunch
4	11:30 Lunch 1:15 Recess
5	1:00 Lunch 1:30 Recess

SCHOOL POLICIES, PROGRAMS, AND EXPECTATIONS



Arrival and Dismissal Procedures

Arrival

PreK - 5th grade students who arrive via carpool are to arrive between 8:20 and 8:30 in the morning. Please have your child prepared to exit the car when prompted to do so, it will cut down on the amount of time people will have to wait in line. When students arrive they will enter the building. Preschool through 2nd grade students will enter the building from the parking lot by the playground (also known as the Character Tree door). Third grade students will enter through the main office doors and will go directly to their classrooms. Parents dropping off students after 8:40 are asked to pay special attention to other late students who may be crossing the parking lot at this time. Students must be accompanied to the office by the parent if their arrival is after 8:40.

Dismissal

The classroom teacher will establish a routine with students to ensure that everyone gets to where they need to go at the end of the school day. It is important that the teacher and student know how the student leaves school at the end of the day and where he/she is going. **Students must have a note from home or the office must receive a phone call from a parent if the student's normal dismissal routine is changed for any reason.** Students without a written note from their parents or guardians will be sent home in the usual manner. We cannot allow students to use the office or classroom telephone to make arrangements for visiting a friend after school. Changes in after school routines need to be communicated in writing or by phone, prior to 2:00 PM. Without written or verbal authorization of a change, students will follow normal dismissal routines. Children must have been present for the school day in order to participate in after-school activities (music program, field trip, play rehearsal, etc...) Teachers in charge of after-school activities are responsible for checking attendance and denying participation.

Carpool Dismissal

Carpoolers will be dismissed at 2:55pm and be escorted to the gym where students will wait. They will be supervised until their vehicle number is called. A staff member will be located in the parking lot collecting carpool numbers and will alert the adults with the children of the approaching vehicles as they arrive. Students will be escorted from the gym to their waiting vehicles. Please help your child learn their carpool number prior to the first day of school, this will help expedite your child getting to your car. **Children and parents will be responsible for securing safety belts and 5-point car seats.** Please be prepared for delays when entering or leaving the parking lot during morning drop-off and/or afternoon pick-up.

If students have not been picked up by the end of carpool, they will be invited to wait in the Welcome Center/Main Office where there is adult supervision. Please call ahead if you know you are running late.

Walker Dismissal

We must have parental permission in writing in order to allow any student to walk home unsupervised.

Bus Dismissal

Bus students will be escorted by staff from the classroom to their bus.



BICYCLES AND SKATEBOARDS

Children are permitted to ride bicycles to school if the following rules are observed:

1. Bicycles must **be walked** on school property at all times.
2. All bicycles should be parked near the front entrance..
3. Students who bring their bicycles to school do so at their own risk. The school will not assume responsibility for bicycle damage.
4. It is a state law that children wear a helmet when riding a bicycle.

Skateboards are not to be ridden on school property during school hours. If a child brings a skateboard to school for a planned after-school outing, the skateboard must remain in the main office for the duration of the school day.

HILLSBORO-DEERING SCHOOL DISTRICT POLICY

ATTENDANCE

Required by law: ATTENDANCE, ABSENTEEISM AND TRUANCY

Absences: The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence. The Board considers the following to be excused absences: 1. Illness 2. Recovery from an accident 3. Required court attendance 4. Medical and dental appointments 5. Death in the immediate family 6. Observation or celebration of a bonafide religious holiday 7. Such other good cause as may be acceptable to the Principal or permitted by law Any absence that has not been excused for any of these reasons will be considered an unexcused absence. In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for nonattendance. If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. At this juncture, the Principal's decision shall be final. However, parents may appeal this decision in writing to the Superintendent within 5 days. This decision can be appealed to the school board.

DAILY ATTENDANCE

At Hillsboro-Deering Elementary School we recognize how important it is for students to attend school. Attendance is an important ingredient in one's academic achievement, success in school, and later successes in life. Absences and tardiness from school should be kept to a minimum.

Parents and guardians must realize that taking their child out of school for any period of time is a choice they make which will impact their child's educational program and progress.

If a student is absent from school, the responsibility for making up work lies with that student, and their parent/guardian. The student or parent/guardian should contact the appropriate teacher(s), outside of class, to get make-up work and/or to arrange for extra-help sessions.

Parents are requested to notify the school (464-1111) in the event their child must be absent from school. The parent/guardian will be prompted to leave a message regarding the

reason for the absence in order to determine whether an absence is excused or unexcused. Please include the child's name, reason for absence, and what symptoms they have if sick, in your message.

In an effort to provide maximum protection of our children, (unreported absences will be followed up by an email or call from the office to parents). Please make sure to keep contact information current with the main office.

Upon returning to school after an absence, when tardy, or for an early dismissal, pupils must present a parent-signed acknowledgement indicating the date(s) and cause of the absence, tardiness, or dismissal.

Students who arrive after 8:40 AM are tardy. Students who are tardy from school must report to the office for an admittance slip. Those who do not report to the office will be marked absent for the entire day. As outlined in the school district policy a half-day absence is defined as a student missing more than two (2) hours of time and less than three (3) and one half-hours of time. Any absence of more than 3 and one half-hours of time shall be considered a full day absence.

Students may be dismissed earlier than 3:00 PM in cases of emergency. It is important that students attend school for the entire day, as instruction continues until 3:00. Parents who need to dismiss students should report to the Main Office (464-1110). The office will contact the classroom teacher.

ATTENDANCE LAW

On July 6, 2010, House Bill 154 was signed into law, revising the Truancy laws.

Major changes include:

Truancy is defined as ten half days of unexcused absence.

School Boards must develop policies to define "Excused absence," develop a process for intervention in individual truancy cases, and identify one person in each school as the person responsible for truancy issues.

At Hillsboro-Deering Elementary School, administrators monitor attendance and work with the District Truancy Liaison on truancy issues. Steps in the intervention process for potential truancy include the following:

1st Letter: When a student has been absent for 3 days without a valid excuse, the Principal will contact the parent via postal mail to notify them of the concern regarding the child's absence and legal requirements for attendance per HB 154 and RSA 189:34.

2nd Letter: After 5 days absent without a valid excuse, the parent/guardian is requested to contact the school and discuss with the Principal and or Truancy Liaison, where options to improve attendance will be discussed.

3rd Letter: If the student's attendance has not improved, the parent/guardian will be notified that the school may be required to make a referral to the Division for Children Youth and Families (DCYF). This may result in court involvement and mandated family and student support services.

Acceptable reasons for absence may be personal illness or specified family or legal obligation. School administration may require documentation from a physician in the case of prolonged or excessive absences due to illness. Tardiness and absenteeism has an enormous effect on a student's education. Even one missed day can have a significant impact on learning.

NOTE ABOUT FAMILY TRAVEL:

The school year calendar allows ample time for family vacations during scheduled school breaks. The school also understands that opportunities for child and family enrichment through travel can occur at other times of the year. When a student is absent during the regular school session for family travel, the general procedure will be:

1. With a minimum of a week's advance notice and a note from a parent, the teacher will inform the student what assignments the class is expected to cover during his/her absence. The teacher will be as specific as his/her plans allow.
2. When the student returns to class, he/she is responsible for checking with the teacher to get any further assignments. The student should talk to the teacher directly or the parent may send a note to the teacher requesting any additional assignments.
3. Families should make the most of the travel experience by encouraging students to keep a journal of their experiences to share with their class upon their return.



BIRTHDAY CELEBRATIONS

Each student is recognized on his/her birthday and is given the opportunity to choose a book provided by the Principals and the PTO. Students with summer birthdays choose their books prior to the end of the school year. Teachers may allow additional in-class celebrations,

and we ask that you talk with the teacher before sending food in. Healthy snacks may be allowed, but please check with the teacher first. Also, balloons will not be allowed in the classrooms for birthdays or other celebrations. Many individuals have latex allergies and there is a concern for children transporting them home.

Please refrain from passing out invitations to private parties unless all students in the class are included. If you prefer to invite a smaller number, please mail invitations to homes.



BUILDING SAFETY AND SECURITY

Restrictions on building use and access are recommended to minimize exposure for students and staff. Schools will only be utilized by staff and students to the extent practical. The plan includes the following recommendations:

1. All outside doors are locked after students enter the building in the morning and remain locked throughout the school day. Those entering the building during school hours must ring the doorbell at the main entrance, state their name, and announce the reason for visiting the school. Parents are requested to wait for students by the flagpole on School Street if walking them home at the end of the day.
2. Vendors and service contractors will be allowed by appointment only and all individuals will be required to sign in at the main office.
3. Children will not be released from school without parent supervision or to any adult other than a parent unless the parent has notified us.
- 4. Legal issues: Please be sure that we have current custody or restraining orders on file in the Main Office so that we can honor the court's decisions.**
5. Please contact the school immediately if you have reason to be concerned about your child's safety.
6. We have security and surveillance cameras as part of our continuing efforts to ensure safety for the entire school community.

BULLYING

Acts of bullying are taken very seriously at Hillsboro-Deering Elementary School and the full policy regarding Bullying can be found under Policies on the hdsd.org website under JICK-Pupil

Safety and Violence Prevention. We are committed to providing a caring, cooperative, and respectful environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

When bullying does occur a Bullying Report Form is completed by the Principal and parents and students are interviewed as part of the investigation.

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 another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school. Bullying 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 cyberbullying.

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. Any reference in this policy to "parent" shall include parents or legal guardians.



BUS SERVICE AND EXPECTATIONS

Transportation by school bus is a service provided by our school district to those who live more than a mile and a half from the school. It is expected that students will follow school expectations while riding to and from school. The bus driver, as the responsible adult, is the ultimate authority on the bus and must be treated as such.

First Student Transportation Company, the provider of our bus service, has established the following rules for the safety of all:

- **Obey the driver's instructions.**
- **Cross the street only when the driver signals.**
- **Remain seated while the bus is moving.**
- **Keep the aisle and exits clear.**
- **Respect the rights of others.**

Hillsboro-Deering School District Policy EEA states:

When a student is riding in a school bus, he/she becomes the responsibility of the School District.

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the school in writing. Video cameras may be used on buses to support the bus driver's reports of unacceptable conduct. The school principal will have the authority delegated by the Superintendent to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations promulgated by the Board. **Parents of children whose pattern of behavior and 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.** Suspensions to continue beyond twenty (20) days must be approved by the Board.

***Any severe disruption may result in an automatic suspension ranging from 1 day to long term, or a full bus expulsion. Audio and video surveillance may be in use on the buses.**

It is the expectation that our students will follow the above rules and take them seriously. Behavior on the bus is an important safety issue and the rules will be enforced. Please contact the school with any questions regarding routes, bus stops.

For the safety of our younger students, K-2, they will not be let off the bus without an adult waiting for them at the bus stop, or an older sibling (grades 3 and up) escorting them.

CAFETERIA – BREAKFAST AND LUNCH

Breakfast and lunch will be available each day for students. Lunch menus are posted on the website monthly. Students are encouraged to purchase lunch for an entire week each Monday, but may purchase individual day meals. Parents may add funds to student lunch accounts through [EZSchoolPay.com](https://ezschoolpay.com) or by check made out to H-DES Lunch Program.

Please remember that you must file an application each year for free and reduced lunch prices. We will start school with last year's list but you must reapply. Reapplying by October 1st supports HDES in receiving federal grant monies. Free and reduced prices also apply to the breakfast program.

CLASSROOM PLACEMENT REQUESTS

Each spring our teaching staff spends hours working on class assignments to match learning styles of children with teaching styles of teachers. Teachers develop heterogeneous classes while accounting for students' personalities to create a positive classroom environment for your child to learn.

IMPORTANT NOTE: We realize that you are your child's first teacher and should have input into this process. If you would like to provide feedback to your child's teacher about what you think their learning style is, peers your child may or may not work well with, etc, please do so in writing in April before class placement is complete. Specific teacher names and requests will not be considered. Please remember this parental input will be considered but is no guarantee of placement. The final decision on assignment of all students is the duty and responsibility of the elementary staff and administration.

Code of Conduct - Behavior Expectations at HDES

Student Rights

All students have the following rights at Hillsboro-Deering Elementary School:

The **RIGHT** to a quiet, orderly place in which to learn and to have questions answered.

The **RIGHT** to have their ideas and feelings respected.

The **RIGHT** to personal safety during all aspects of a school day.

The **RIGHT** to be respected and dealt with in an honest manner.

The **RIGHT** to have assignments developed, assigned, completed, and corrected in a timely manner.

Student Responsibilities

Communicate with Respect

Follow Directions

Move Safely In and Around the Building

Keep the School Community Neat and Clean

These responsibilities apply while the student is under our supervision in the building and also during school-related activities. This includes behavior on buses, at bus stops, at lunch/ recess, on field trips, dances, athletic events, and at all other school activities.

Disciplinary Procedures and Process

Students engage in many different varieties of behavior. With that in mind, teachers have a variety of options regarding their response to behaviors. Our system begins with informal responses that can gradually increase in seriousness as needed. In the end, our goal is always to enhance student social, emotional, and academic success. Discipline may involve logical consequences, restitution, and relearning in order to promote appropriate behavioral responses, positive decision making, and prevention of future misbehavior.

Logical consequences follow behaviors that are unexpected and are designed to prevent behaviors from recurring. Logical consequences could include: having a student fix something they broke, loss of privilege using an item they were not using safely, more supervision during a lunch, recess or break if the student was misbehaving during those times. Taking away a recess could be a logical consequence only when the misbehavior took place during recess or immediately preceding recess.

Restitution involves the student making amends for their actions. Restitution may include an apology, helping in the classroom, cleaning up or repairing a damaged item, community service, errands, or writing a note or drawing a picture.

Relearning involves the student engaging in an activity to reactivate prior learning and skills. Relearning may involve more interactive modeling from the teacher or classmates, development of a classroom or school behavior plan, working with a social story, or writing a note home.

Level One-Informal-Classroom

The classroom teacher will make the initial effort in establishing rapport and respect with students. We fully support the teacher's judgment in making decisions to modify behavior at this level and in communicating with families as quickly as possible. Teachers will diagnose a remedy within their grade level teams, on their floors, in the wing, with other adults in the classroom community, and with parents.

Level Two Behaviors: Informal/Formal

Level Two: Teachers may deem it necessary to join into partnership with the Student Support Center, school counselor, school psychologist and/or other school personnel to help students be successful. This level of response is designed to help determine a long-term solution for a behavior that occurs infrequently.

Level Three Behaviors: Administrative

There are certain situations, actions and behaviors that will warrant immediate involvement with school administration. These are serious violations of our school community rules. If these occur, a disciplinary referral form will be completed by teachers/school personnel and students will be referred to the Student Support Center. The family of the student(s) involved will be contacted to discuss further disciplinary action and to develop plans to prevent a recurrence of the behavior. If the behavior is a Safe School Violation then the incident is reported to the School Resource Officer and parents may be contacted by the Police Department.

STUDENT CONDUCT, DISCIPLINE AND DUE PROCESS

SAFE SCHOOL ZONE

The Board endorses the following principles of student conduct:

1. Respect for law and those given authority to administer it shall be expected of all students.
This includes conformity to school rules as well as to general provisions of the law regarding minors.
2. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.
3. Respect for the real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes shall be maintained.
4. Respect for individual worth is the obligation of the school. Diligence and a desire to benefit from the opportunity is the obligation of the student.

The Board expects student conduct to contribute to a productive learning climate.

Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all students shall have equal rights and equal responsibilities in the classroom or at any school-sponsored activity.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, alternative learning environment, loss of privileges, detention, suspension, probation, and expulsion.

Suspension means an in-school or out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student is removed from the classroom, but is still expected to complete work in an alternatively supervised setting at school. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days except when the Superintendent or designee, following a hearing, continues the suspension of a pupil for a period in excess of ten school days. A restriction from school activities means a student will attend school and classes but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the Board resulting in permanent denial of students' attendance and removal from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.

The school district provides a continuum of interventions and consequences to stop threatening, harassing, intimidating and bullying behavior to ensure a safe school climate. Depending upon the frequency and/or severity of the conduct, the intervention, counseling, correction, discipline and/or referral to appropriate community agencies, including law enforcement and mental health services, will be used to remediate the impact on the victim and the climate, and change the behavior of the offender. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for threats, harassment, intimidation or bullying also

constitute violations of this policy. The Superintendent and building principals are responsible for establishing a plan for the intervention and corrective action described in this paragraph and notification of parents.

The Board recognizes that New Hampshire law stipulates that all simple assaults (RSA 631:2-a) that occur on school premises will be reported to police (RSA 193-D:4). Recognizing that many assaults that take place on school grounds do not always rise to the threshold of filing a safe school report, Principals shall refer to Appendix JICD-R for guidelines for administering the provisions of RSA 193-D.

The Board further recognizes the right of each school to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent or his/her designee.

Due process shall be afforded to any student involved in a proceeding which may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13. All suspensions are appealable to the Board.

The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV, and in accordance with JICD-R.

Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual with Disabilities Education Act (IDEA).

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies.

Students and parents will be notified annually of this policy.

Legal Reference:

RSA 193:13, Suspension & Expulsion of Pupils

NH Code of Administrative Rules, Section Ed 306.04(a) (3), Student Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

See Appendix: JICD-R

Revision Approved: 01/04/10



COMMUNICATION

Students learn best when there is an active and strong partnership between school and home, so please be as involved as you can be with your child's education whether through conversations with teachers and administration, volunteering at school events, ensuring regular school attendance, participating in our Open House and Family Night events, or becoming a member of the PTO. Regularly updated HDES news and information may be found at our school website [Hillsboro-Deering Elementary School](#).

In certain situations we will use our electronic notification system Blackboard to provide event reminders and invitations, as well as for other school-wide announcements (emergency school closings, for example). HDES teachers will also provide regular classroom updates throughout the school year. As always, if you have specific questions or concerns, please do not hesitate to contact us at school at 464-1110 and we will put you in touch with the person best able to address your needs.

SCHOOL CONNECTION AND PARENT INVOLVEMENT

Students are most successful when parents and teachers work together to help them achieve their goals. Our teachers look forward to being partners with parents.

- Get acquainted with your child's teacher.
- Feel free to communicate with the teacher at school concerning your child's progress and welfare. Make an appointment for a conference simply by calling the school (464-1110) or contacting the teacher directly via written note or email.
- Show interest in your child's daily work. (Unless you are interested, your child will not be.)
- Work closely with the teacher. Misunderstandings can be avoided when all the facts are known.
- Problems at home cause problems at school. The teacher has a better opportunity to help your child overcome difficulties if he/she is aware of home problems that are stressful for the child.
- Please check with the school if your child reports any school incident that you find concerning.
- Since reading is a very important function in our curriculum, every effort should be made to provide the pupil with a "positive reading atmosphere" at home.
- All grades (PreK-5) strive to meet the needs of each individual child. If you have any questions regarding the academic challenge to your child, please contact the School Counselor or the Principal.

DRESS CODE

All students are expected to be dressed in clothing that is appropriate for school and the weather. Students are prohibited from wearing the following:

1. Apparel which advertises alcohol or tobacco or otherwise promotes the use of illegal substances.
2. Skirts and/or shorts should appropriately cover the body.
3. Hats, and other headgear can be worn if worn appropriately. Staff reserve the right to ask that they be removed.
4. Apparel depicting antisocial behavior, vulgar words, killing/death, bodily functions or that are offensive or disruptive.
5. Clothing which exposes a student's bottoms, midriff, chest, or back. Straps on tank tops must be at least 2 inch wide. Undershirts and basketball-type jerseys are not to be worn unless a tee shirt is worn underneath.

***Shoes need to be appropriate and safe for physical activities throughout the day, as well as any potential evacuation(s).**

Electronics/Cell Phones

Cell phone usage by any student is not allowed. This includes but is not limited to watches and/or other devices that can send and receive text messages or phone calls. If you have provided your child with a cell phone or other messaging device for a particular reason, please notify administration in writing to receive permission to have it at school. Violations of this policy can result in disciplinary action. Additionally, the cell phone/device will be confiscated and a parent will be called to retrieve the device. The school is not liable for any loss or damages to cell phones or other electronics.

EMERGENCY CLOSINGS AND DELAYS

When it becomes necessary to delay the start of, or cancel, school due to poor weather, the announcement will be made on radio and television stations including:

- The SAU #34 website – www.hdsd.org
- WMUR –TV9 and WCVB-TV5

- Blackboard Mass Notification System by phone, email and text (if subscribed)
- SAU 34 Facebook page

The school district also uses Blackboard Connect, a school-to-parent communication system that allows the SAU and principals to send periodic and personalized messages by telephone, email, and text message. This system will notify parents of weather-related school closings and delays. It is imperative that parent/guardian contact information be kept up to date in order for this system to be effective as this is the most timely and effective method of communication between school and home in the case of weather or other emergency.

It should be noted that students should come to school only if parents feel it is safe to do so. In the event you choose to keep your child home, the procedure for excused absences will be followed.



FIELD TRIPS

All field trips are of an educational nature and are directly related to what is happening in the classroom. Parents will receive updates for each trip and you will be asked to sign a specific permission form for out-of-district travel. Parents who wish to transport their own children to and from field trips must sign a Waiver of the HDSD Transportation Policy. This form is available in the main office.

Field Trip chaperones are expected to model appropriate behavior at all times. Chaperones should be familiar with the specific curriculum focus of the field trip and assist the students with assignments as well as provide direct supervision of students. **Chaperones also need to have a criminal background check completed before attending any field trips. The background checks take up to 4 weeks to process, so please plan ahead. Please contact the SAU for more information.**

SCHOOL COUNSELOR SERVICES

Our School Counselors, Shannon Rockwell and Cara Juliano provide educational and support services to our students.

The counselor curriculum includes such topics as social skills, conflict resolution, anti-bullying and harassment strategies, and drug and alcohol prevention programs. Additional information regarding specific programs offered may be found on the school web page under the Classroom/Guidance Tab. Individual counseling and short-term focused groups are provided on an as-needed basis.

Our School Counselor serves as a liaison between school and home and suicide prevention liaisons. Ms. Rockwell and Ms. Juliano welcome parent contact and can be reached by telephoning the school office, 464-1110 or by email at srockwell@hdsd.org, cjuliano@hdsd.org.



NURSE'S OFFICE PROCEDURES

EMERGENCY FORMS

It is extremely important to be able to reach a parent/guardian or other designated person in the event of an emergency. PLEASE be certain you have filled out the emergency form for each child in the family and keep the information updated as changes occur throughout the year. This form is sent home on the first day of school. Please return emergency forms immediately to avoid delays in school-home communication. In the case of a sick or injured child, we must be able to reach an emergency contact. **Please keep the nurse up-to-date with any changes to your contact information.**

We ask that parents send us a copy of the most recent annual physical exam as this allows us to have the most up-to-date medical information so we may best care for your children. Please also make sure that your student is up-to-date on all required immunizations (a link with the required vaccinations can be found on the school website).

ILLNESS

Vomiting/Diarrhea: A child must be free of gastric symptoms such as vomiting and diarrhea for 24 hours before returning to school.

Fever: If your child is sent home with a fever at or above 100 degrees F, the child must remain home for a minimum of 24 hours and may not attend school the following day. The child must be fever-free for 24 hours without medication.

MEDICATION

Whenever a student has health needs which require taking medication during the school day, the following policies must be adhered to, in accordance with the State Board of Education and Division of Public Health Regulations:

- ALL medication must be in the ORIGINAL labeled container.
- PRESCRIBED and OVER-THE-COUNTER medication should not be taken during school hours if it is possible to achieve the medical regimen at home.
- When a student needs to take medication at school, the medication permission form must be signed by the parent or guardian AND the prescribing physician. The prescribing physician will provide a WRITTEN statement detailing the name, dosage, and frequency of the medication to be given.
- Students are not allowed to keep medication with them during the school day. Medication must be delivered directly to the health office by an adult.
- Rarely, a student's medical condition may require the student to keep medications with him/her during the school day. In such cases, the student will be responsible for keeping the medication safe and out of the reach of other students. Any student determined to be irresponsible with his/her medication or who does not have a signed permit from the doctor, giving him/her permission to carry it, will have said medication confiscated and locked in the health office medication cabinet.
- Please contact the nurse if your child has any injury or illness.

HOLIDAY POLICY

Holidays are an integral part of our cultural heritage. It is the policy of the Hillsboro-Deering School District that the history, derivation, recognition and celebration of holidays may be integrated into the curriculum and may be part of the lesson plans at the appropriate times of the school year.



HOMEWORK GUIDELINES GRADES K-5

HDSD Board Policy states:

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 for the students; and should be evaluated and returned to students in a timely manner.

Teachers shall give homework to students in accordance with appendix IKB-R (below) to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

A teacher shall explain to his/her students and their parents how homework assignments relate to the grading system.

Each teacher shall ensure that students and parents receive and understand the homework expectations.

Appendix IKB-R: HDSD K-12

The purpose of homework is to be a learning experience that either reinforces or enriches content taught in the classroom. It provides for practice, preparation, or elaboration. When assigned for practice, the material must have a high degree of familiarity, a clear purpose, and promote student ownership and independence. Homework needs to be well organized, easy to understand, and communicate to students that learning takes work at home as well as at school. As a learning activity, it will increase in complexity with the maturity of the student. Reading, studying for tests and working on long-term projects are all considered appropriate types of homework. Parental involvement should provide structure and support for the student to work independently. If a student requires an extensive amount of time beyond what is reasonable to consistently complete homework, parents should contact the student's teacher(s) to discuss the matter. As a constructive tool in the learning process, homework must be commented on and returned to the student in a timely manner.

Assignment of Homework

Every teacher will establish and clearly communicate at the outset of each course/class the purposes of homework and the expected outcome, the amount of homework that students are to complete, the consequences for not completing homework, and the amount of parent involvement that is appropriate. A teacher shall clearly explain to his/her students and their parents how homework assignments relate to the course/class learning objectives. Homework should reflect a student's independent level of work. Relevant sources of support for students as they work on their homework should be readily available and clearly communicated with each assignment.

Checking Homework

Homework must be meaningful and relevant to the course content. Teachers will provide constructive and corrective feedback in a timely manner to the student, rather than assigning a letter grade on the assignment. Successful completion of homework will enhance a student's achievement levels and performance in school. It is not intended to be included in the overall grade earned for the course/class, but rather enables the student to enhance his/her attainment of a higher letter grade by supporting the student's efforts to master the curriculum.

Late or Missing Assignments: Teachers will contact parents when students fall behind in their assignments. Timely completion of assignments allows the teacher to identify learning needs as homework is practice for skills learned in class. Late assignments limit the teacher's ability to intervene when a student does not fully understand a concept.

Make-up Homework: When a student is absent for one or two days, the student is responsible for speaking to the teacher directly about missed assignments on the day they return to school or the parent may write a note to the teacher asking for the assignment.

Make-up Homework Requests: For long-term absences, homework requests **must** be made through the main office. For Hillsboro-Deering Elementary School, parents should call 464-1110 or fax 464-4385. When calling, parents should specify:

1. The student's name
2. The dates of the absence
3. Who will pick up the assignment(s)

Homework requests may be picked up in the main office at the end of the next school day.



PARENT TEACHER ORGANIZATION (PTO)

The Hillsboro-Deering Parent Teacher Organization invites all parents/guardians to join in helping make this the best school year yet! The PTO has many opportunities available for parents/guardians to get involved. Whether it's attending our monthly meetings, helping pop popcorn on Popcorn Wednesdays, raking wood chips at Playground Cleanup, selling books at

our fall or spring Book Fair or working the food table at the annual Penny Sale, our programs would not be successful without our generous volunteers.

Students directly benefit from our endeavors. Proceeds from our annual fundraiser and Penny Sale go to support programs such as Artist in Residence, cultural events for students, snacks during standardized testing, new playground equipment, and the list goes on!

PTO meetings begin at 6:30 pm in the Elementary School Media Center (unless otherwise posted). Membership is free and ideas, questions, comments and helping hands are always welcome. We meet on the 2nd Thursday of each month starting September 14 excluding the month of December. For up to date information, please join our facebook group HDES PTO.

If you have any questions, comments or would like to volunteer, please feel free to email Deanna Neal, PTO President for the 2024-2025 school year, at PTO.hdes@gmail.com. **Please join us!** 😊



PHYSICAL EDUCATION

Physical Education is a vital part of the school curriculum. HDES students attend PE weekly and participate in activities involving gross/fine motor and manipulative skills, creative movement concepts, cooperative games, fitness and health concepts as well as individual and team sports. For students to get the most out of their physical education class they must be dressed appropriately. Sneakers with non-marking soles and the ability to tighten are required for all grade levels. Comfortable clothing and shorts under dresses or skirts are recommended.

If your child needs to be excused from class due to illness or injury please send in a note explaining why they are unable to participate. An extended illness (2 or more consecutive PE classes) will require a doctor's note. Any student wearing a cast will be automatically excused from class and must provide a doctor's release to resume physical activities.

If you have any questions or concerns please contact [Mr. Silverstein](#) or 464-1110.

RECESS



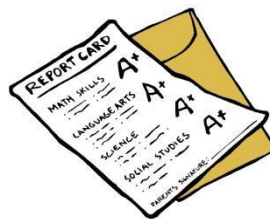
Recess is part of the Elementary School program. Whenever possible, the children go outside for all or a portion of their recess time. Factors such as the outside temperature, wind chill and the condition of the playground are considered before a decision for outside recess is made. It is expected that children will be prepared for an outdoor recess and dressed in appropriate clothing. If a child is well enough to be in school, then the expectation will be that he/she will participate in recess, unless the physician has provided documentation that outdoor activity must be limited.

TOYS

Toys are not appropriate for school, unless the item is for a specific activity and the teacher has approved it. Young children like to trade, but oftentimes become distraught when the other party does not want to return the item traded. For this reason, all toys, trading cards, and novelty items should be kept at home. Items that become a distraction in the classroom or cause disruption in other areas such as the cafeteria will be confiscated and returned to the child at the end of the school day.

Handheld games/electronics are not allowed at school, but may be allowed on field trips or special occasions. Permission will be granted by the teacher or administration for those times.

The school will not be responsible for the loss of or damage to any toys brought to school in violation of this policy.



REPORT CARDS and CONFERENCES

Elementary report cards are issued to parents according to the schedule listed below.

The School Board has approved a calendar which allows for afternoon and evening conferences during the school year. This scheduling is an attempt to better meet the needs of

our working parents and our faculty. Students are encouraged to attend conferences with their parents whenever possible.

PARENT CONFERENCES AND REPORT CARD SCHEDULE

(Dates subject to change due to school cancellations.)

Open House	August 21, 2024
Progress Report 1	October 10, 2024
Parent Teacher Conferences	November 5, 2024
Trimester 1 Grades Close	November 22, 2024
1st Trimester Report Cards	December 6, 2024
Progress Report 2	January 24, 2025
Parent Teacher Conferences	March 11, 2025
Trimester 2 Grades Close	March 14, 2025
Trimester 2 Report Cards	March 21, 2025
Progress Report 3	May 9, 2025
Report Cards	Last day of school

TITLE I

Title I is a federally funded program designed to provide services to meet the educational needs of students who are at risk of not meeting the state of New Hampshire's academic standards in English language arts and mathematics. All Title I services are in addition to regular classroom instruction and school curriculum.

Title I Programs at HDES includes:

- Small Group and Individualized Reading Instruction - *Grades K-5*
- Small Group and Individualized Math Instruction - *Grades K-5*
- Supplemental Educational Services(SES)- after school and/or summer tutoring by state approved providers
- Family Literacy and Math Events—Fun and informative literacy and math activities for families, designed to extend academic initiatives into the home
- Extended Day and Extended Year Programming—Math and literacy tutoring before and after school, math and literacy summer camps.

School Policy for Parent Involvement

The Title I Program at HDES:

- keeps parents informed of **activities and events** through a variety of means—letters and phone calls home, announcements in the school's Parent Newsletter, Title I newsletter, local newspapers, and on the district website
- **surveys parents** periodically regarding their preferences for Math, Literacy, and parent education programs
- offers **informational and educational meetings** throughout the year
- **welcomes** parent volunteers
- will provide, if requested, regular meetings for parents to help formulate suggestions and participate, as appropriate, in **decisions** related to the education of their child
- will hold an **annual meeting** to review Title I programs and to review parents' rights:
 - to be involved in program design and review
 - to be offered opportunities to learn about the school's curriculum, forms of academic assessments, and proficiency levels that their child is expected to meet
 - to be informed of selection criteria for Title I
 - to meet with Title I and classroom teachers to discuss their child's progress.

Parents pledge to:

- Get acquainted with their child's teachers and work closely with them.
- Show interest in their child's daily work.
- Provide a quiet time and place for their child to read and study.
- Monitor attendance.
- Participate in decisions relating to their child's education.
- Volunteer, observe, and participate in classroom and school events and activities.

Below you will find three important documents in regards to Title I (Parent Involvement Policy, Parents Right to Know, and Parent Compact)

Parent Involvement Policy

PARENTS RIGHT-TO- KNOW Title I, Part A of ESEA (*The No Child Left Behind Act of 2001*)

Parent's Right to Know - (Section 1111(h)(6)(A-C))

Qualifications: At the beginning of each school year, an LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at minimum the following:

- ◆ Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- ◆ Whether the teacher is teaching under emergency or other professional status that the State has waived;
- ◆ The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- ◆ Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information - A school that receives Title I funds **must provide to each individual parent** –

- ◆ Information on the level of achievement the child has made on all state assessments; and
- ◆ Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Winter Play -

Please note: Safety is paramount and if the staff feel like students are not safe where/how they're playing then the staff can make the decision to shut down the hill, field, or snowbank areas.

Grade level teachers have the final say about whether or not students are allowed on the snow banks during recess. The staff can make the decision at the start of each recess.

Students in grades PK-3 must have boots and snow pants if they want to play on snow banks or on the hill. It's okay for students to be in the field if it's snowy as long as they are wearing boots.

4th and 5th grade: During morning arrival they must have snow pants and boots to be on the hill or snow banks. Playing on the playground structure is allowed with or without boots and snow pants. During 4th and 5th grade recess, students can play on the field and snow banks even if they don't have boots and snow pants. Please let them know that they will not be allowed to go to the nurse to get dry gear after though!

Snow must stay on the ground and will not be thrown. The making of snowmen is encouraged.

Winter Recess Guidelines:

Based on guidelines by Weather Bureau (temps include wind chill factor)

+15 and above = outdoor recess

Below 15 = indoor recess

Statement of Non-Disclosure

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

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Human Rights Officer. Complaints may also be filed with the Office for Civil Rights, US Department of Education, or the New Hampshire Commission for Human Rights. Please refer to Policy AC for more information.

Related Policies:

- Policy ACAC - reports or complaints of sexual harassment, discrimination, or violence by employees or students (Title IX)
- Policy ACE - reports or complaints of discrimination on the basis of disability (students)
- Policy JICK - reports or complaints of harassment of students other than on the basis of the classes or categories listed in Policy AC

Title IX reports of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. A report does not initiate the formal Title IX Grievance Process. That process is only initiated after filing a formal complaint. Refer to Policy ACAC for more information.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another District

employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant's wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

Title IX complaints may be referred to the SAU #34 Title IX Coordinator or the Assistant Secretary for Civil Rights.

Annual Notice of Contact Information for Human Rights Officer, Title IX Coordinator, 504

Coordinator and Civil Rights Agencies

Pursuant to HDSD School District policy AC Non-Discrimination and Equal Opportunity Employment, the District administration is directed to update and publish a list of current personnel and contact information for various positions and outside agencies relating to the District's anti-discrimination policies.

DISTRICT PERSONNEL:

Human Rights Officer

Name: Jennifer Crawford

Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870

Telephone: 603-464-7714
Email Address: jcrawford@hdsd.org

Title IX Coordinator
Name: Jeni Laliberte
Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870
Telephone: 603-464-7703
Email Address: jlaliberte@hdsd.org

504 Coordinator
Name: Stacey Vazquez
Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870
Telephone: 603-464-7716
Email Address: svazquez@hdsd.org

OUTSIDE AGENCIES:

Office for Civil Rights, U.S. Department of Education; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

Office of Civil Rights, U.S. Dept of Agriculture; 1400 Independence Avenue, SW, Washington, D.C., 20250-9410; Telephone - 866-632-9992; Email – program.intake@usda.gov

N.H. Commission for Human Rights, 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email – humanrights@nh.gov

N.H. Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-1181

N.H. Department of Education, Commissioner of Education; 101 Pleasant Street, Concord, NH 03301, Telephone – 603-271-3494; Email - info@doe.nh.gov

Hillsboro-Deering Elementary School **A Caring, Cooperative, Respectful Community**

Robin Whitney, PreK-2 Principal
Nicole Barton, 3-5 Principal
Veronica Hytner, Special Education Coordinator

Hillsboro-Deering Elementary School **Parent Compact**

The goal of our school program is to ensure that students are capable of performing the outcomes indicated at each grade level and students are given challenges commensurate with their abilities.

We, at Hillsboro-Deering Elementary, expect that our students will:

- Demonstrate an enjoyment and ability to read appropriate materials fluently, with understanding and appreciation
- Communicate effectively in writing
- Read for pleasure which will lead to lifelong learning and reading
- Develop academic skills in all subject areas

Hillsboro-Deering Elementary School will:

- Provide a friendly environment
- Set high academic expectations
- Formulate a curriculum that prepares students for their future
- Hire the best teachers and provide them with the most effective tools/resources
- Provide a safe comfortable learning environment
- Maintain open lines of communication between home and school
- Encourage community volunteers in our school

Hillsboro-Deering Elementary Teachers will:

- Make learning interesting, exciting and challenging
- Stimulate a student's intellectual curiosity
- Respect each child as an individual
- Provide a classroom structure that is socially safe
- Assess, monitor, and report each child's performance regularly
- Communicate openly and frequently with parents
- Make effective use of classroom aides and community volunteers

Hillsboro-Deering Elementary Families/Parents will:

- Value education and be enthusiastic about learning
- Help children maintain good health habits
- Ensure children attend school regularly and on time
- Instill an overall respect for self, other people, and property
- Provide a supportive environment to encourage reading
- Support their child's education by monitoring homework and asking questions about school life
- Take an active part in the on-going life of the school by participating in school activities, volunteering, and attending parent-teacher conferences

Hillsboro-Deering Elementary Children will:

- Accept responsibility for their learning and actions
- Show respect
- Have a positive attitude about learning
- Do their best in school
- Do their homework and class work as assigned
- Read or share books at home every day

What is a School Parent Compact?

Above you found a copy of Hillsboro-Deering Elementary School Parent Compact. This compact has been created by Hillsboro-Deering Elementary teachers, staff, Title I staff, Title I parents, other parents, and the administration. A School Parent Compact is a written statement of what schools and parents can do to help students achieve. Each school that receives federal money for Title I must have a compact. (Title I is a federal program that provides supplemental reading instruction for eligible Hillsboro-Deering Elementary children.)

In order for children to reach school standards, they need support from all the adults in their lives. Teachers have the important job of instructing students. Other school staff contribute to making the school a place where children can learn. Parents have the equally important job of providing a safe, healthy, and caring home that supports learning. The compact lists specific ways school staff and parents can help children achieve. The compact also encourages on-going communication between parent and school staff.

Please read over the School Parent Compact. It lists things that the school, teachers, parents, and children themselves can do to support learning. We hope you will agree to sign the

compact to show the school you support its efforts. It also shows your child that you are committed to his or her learning.

You and your child are encouraged to sign the slip below and return it to your classroom teacher. **Please sign the compact for your own information and post it in a place in your home that is visible to both you and your child. During parent teacher conferences and other parent nights, we also hope you will ask teachers and other parents about the compact and review its effectiveness.**

Sign and return the form below to your child's teacher.

We agree to work toward the goals set forth in the Hillsboro-Deering Elementary School Parent Compact.

Signed parent/guardian_____ **Date:**_____

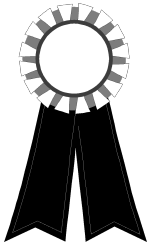
Signed student_____ **Date:**_____

When You Have a Question

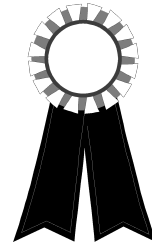
Hillsboro-Deering Elementary School

4 Hillcat Drive
Hillsboro, NH 03244
603-464-1110
603-464-4385 (fax)

Academic Progress/Grades/Curriculum	Your Child's Teacher
Attendance	Main Office
Bullying Issue	Principal
Busing Questions	Main Office
Change in Child Custody	Main Office
Disciplinary/Safety Concerns	Principal
Educational Testing	Special Education Coordinator Principal
Family Emergency	Principal School Counselor
Field Trip Information	Your Child's Teacher Main Office
Homework	Your Child's Teacher
Lunch/Breakfast Program	Main Office Food Services Director
Messages for Students	Main Office
Medical/Health/Medication	School Nurse
Peer Relationship Concerns	Your Child's Teacher School Counselor
Report Card Question	Your Child's Teacher
School Registration/Withdrawal	Main Office
Special Education	Special Education Teacher HDES Special Education Coordinator Principal
Truancy	Truancy Officer Principal
504 Plans	School Counselor



Certificate of Understanding



(Please sign and return to the classroom teacher)

Choose one:

- ☐ We have accessed, read online, and discussed the Hillsboro-Deering Elementary School Handbook for Parents and Students for the 2024-2025 school year.

Date: _____

Parent/Guardian: _____

Parent/Guardian: _____

Student: _____

- ☐ We request a hard copy of the Hillsboro Deering Elementary School Handbook for Parents and Students for the 2024-2025 school year.