



**MicroSociety
Academy Charter
School
Student/Parent
Handbook
2019 – 2020**



Table of Contents

Academic Integrity	12
Account Balances/Late and Lost Materials	32
Administrative Leadership	5
Attendance/Reporting an Absence/Truancy	19, 20
Behavior/Conduct of Students/Discipline	14, 17,
Bicycles	35
Board of Trustee Policies	40
Bus Safety/ Expectations/ Discipline Procedures and Policy	34, 35
Carpool Procedure	22
Child Neglect and Abuse	31
Communication Chain	18
Computer Acceptable Use Policy	9-14
Custody	8
Curriculum	7
Discipline	32, 33
Dress Code	14
Drug Free Schools	31
Enrollment	5,7
Early Dismissal Procedure	24
Emergency Early Release Procedure	24
Emergency Medical Treatment	47
Family Education Rights and Privacy Act	26
Food Allergies	25
Field Trip Policy & Guidelines	38
Friends of MACS/ Volunteers	7
Grading System	37
Homework – Expectations and Guidelines	36
Holidays	32
Hours of Operation	4
Individuals with Disabilities Act	26, 27
Instructional Materials	33
Lost and Found	33
Lunch Program	32
MACS and the LAW	26
Medical / Religious Exemption from Immunizations	6
Medication	25
Mission & Vision Statement	4
Missed Work During Absence	21
Nondiscrimination and Notification of Grievance Procedures	30
Notice of Procedural Safeguards Under 504 and the ADA	27

Network/Internet/ Acceptable Use Policy	9-14
Parent/Teacher Conferences	18
Parent Visits/Appointments and Parking	23
Parties	33
Photograph/Video Release Information	39
Plagiarism and Technology	13
Recess	14
Registration, Withdrawal, and Records	7
Report Cards	45
School Delays & Cancellation Procedures	23
School Day	7
School Safety/Emergency Drills	39
Section 504 of the American Disabilities Act	27-29
Section 504/Title II Grievance Procedure	29
Smoke Free Schools	31
Student Behavior	15 ,17
Student Achievement	8
Student Appearance and Dress	14
Student Health	24
Teaching/Learning Process	9
Telephone/Cell Phone Use by Students	23
Use/Rental of School Building and Grounds	32
Weapons on School Property	40

MISSION:

The mission of the MicroSociety Academy Charter School (MACS) is to actively engage K-8 students in a diverse, challenging learning environment that will prepare them for college, the workforce, and citizenship in a 21st Century global society. Within this environment, students will be taught developmentally appropriate, researched based, innovative, technology-infused learning strategies that they will apply daily during the course of creating and operating their own school-based 'MicroSociety' - a microcosm of the real world. Students will be encouraged to take responsibility for their learning and excel at their own pace, as they work to attain proficiency in competency-based learning, as well as social, cognitive, and life-skills.

VISION

The vision of MACS is to help students acquire the knowledge and life skills for working and living in a 21st century global society through:

1. Rigorous academic competency-based core curriculum aligned with and assessed by NH Common Core Curriculum standards (CCSS).
2. Excellent instruction that integrates project-based differentiated learning, learning centers, teachers as coaches, classroom-based technology, student empowerment, teaming, service learning, and mentoring.
3. Embedded entrepreneurial endeavors and "real life" learning within MicroSociety curriculum, ventures and agencies.
4. High level of parental (Steering Committee) and community involvement.
5. Web-based student information system used by staff allowing parents to communicate with the school and track student progress.
6. Shared decision making among professionals in the school.

MICROSOCIETY ACADEMY CHARTER SCHOOL (MACS)

**591 West Hollis Street
Nashua, NH 03062
Phone # 603-595-7877**

HOURS OF OPERATION

Instructional Day
9:00 am - 3:40 pm

Office Hours
8:50 am- 4:10 pm

ADMINISTRATIVE LEADERSHIP

Amy P. Bottomley
Director

Susannah Williams
Curriculum and Program Coordinator

ENROLLMENT

MACS is a public charter school that received its initial authorization in 2014 from the New Hampshire State Board of Education. The state objectives for NH charter schools as determined by the state are:

- 1- Increase the high number of quality charter schools in the state, particularly those serving educationally disadvantaged students most at risk in urban and rural settings.
- 2- Use federal CSP funds to improve student achievement for secondary charter school students and to increase graduation rates.
- 3- Support the dissemination of charter schools' best practices to other public schools and LEA's (Local Educational Agent),
- 4- Empower charter schools to become strong independent organizations and support charter school efforts to be fiscally responsible.

MACS enrolls students with diverse backgrounds and needs, regardless of race, religion, color, physical handicap, gender, or ethnic origin and makes available all rights, privileges, programs, and activities made available to our school. MACS also adheres to enrollment procedures as outlined in our charter agreement with the State of New Hampshire. When the enrollment deadline is up, and if the number of applications exceeds the allowed capacity of the program, building, or class size, all registrants will be selected for the available slots by an equitable lottery, except for preference given to returning students, siblings of students and children of MACS employees and trustee members. After the enrollment lottery has been conducted, students will be registered on a waiting list in the order they were received.

According to the charter school laws in the State of New Hampshire, a student may transfer enrollment between a district public school and a public charter school only *once* during a school year.

MACS offers a half day kindergarten program at no cost to families with an optional tuition-based extended day enrichment program. If your child turns 5 before September 30th, your child is eligible to enroll in our kindergarten program. If your child turns 5 after September 30th during the academic school year, your child will not be eligible to enroll in our kindergarten program and will have to wait until the following school year to register.

If there is no wait list for students who meet the age requirements for kindergarten and a

seat is available for enrollment, a child whose 5th birthday falls after September 30th will be given the opportunity to enroll in the kindergarten program after a screening with school administration and our kindergarten teacher to determine that the child is academically, socially, and emotionally ready for kindergarten.

ENROLLMENT REQUIREMENTS

Each student who receives a seat at MACS based on the outcome of the enrollment lottery or movement through the waitlist will be required to complete an enrollment packet.

The following information is required as part of the enrollment packet:

- Letter of Intent / Authorization of Release of Records. This form/letter gives MACS permission to inform your school district (the public school assigned to your home address) of your child(ren)s enrollment at our school and to obtain any and all school records. Information of records will only be shared with parents , appropriate members of the school faculty and staff, and any professional consultants retained for the purpose of measuring or improving our school's instructional quality and performance. When information regarding a student's performance is made public, it shall be represented in such a way as to avoid identification of specific individual students.
- Copy of Birth Certificate (or if not parent on birth certificate - a copy of court decree stating custodial rights, copy of adoption paperwork).We will need an original birth certificate (a copy will be made and the original returned to the parent).
- Two forms of proof of residency (driver's license, tax bill, mortgage statement, lease agreement, social services papers- homeless shelter verification, court placement - copy of decree, welfare card, voter registration card. If you are living as a guest in a home as owned by a person whose name are on all utilities, you may ask the homeowner to sign a "Notice of NH Residency Form", attainable at the front office.)
- Copy of Immunization Record (required per NH State law)
- Copy of physical exam within previous 12 months
- Completion of student emergency card and additional forms provided by the school office

MEDICAL OR RELIGIOUS EXEMPTIONS FROM IMMUNIZATIONS

In certain instances, a parent or legal guardian may request medical or religious exemption from immunization requirements. Proof of exemption MUST be required as part of the enrollment process at MACS. An immunization exemption form can be obtained through the New Hampshire Department of Health and Human Services www.dhhs.nh.gov/dphs/immunizations/exemptions.htm

During an outbreak of communicable disease for which immunization is required, children exempted shall not attend the school threatened by the communicable disease.

If you have further questions regarding exemption, please contact the NH Immunization Program at (800) 852-3345 (ext.4482).

CUSTODY AND RESTRAINING ORDERS

In cases where custody/ visitation affects MACS, the school will follow the most recent court order on file with MACS. It is the responsibility of the custodial parent or of guardians having joint custody to provide MACS with the most recent court order.

RE-ENROLLMENT

To secure your child's enrollment at MACS for the next school year, parents/guardians must officially complete the Intent to Return forms. These forms will be sent home sometime in December.

WITHDRAWAL and RECORDS

Confidential records of school progress, test data, and health issues are maintained for each student. Parents are at liberty to review these records and may do so by making an appointment with the School Director.

We ask parents who plan to move or transfer their children to a new school to notify the office and the classroom teacher at least one week in advance so that forms can be promptly processed. Once a release of records has been signed, student records will be forwarded by mail to the new school. There is a withdrawal form that will be required for all exiting students and is accessible in the main office.

MACS PTO

Quality schools have a true sense of community and are characterized by active parent involvement. The Friends of MACS Committee works diligently to support our school by coordinating the following committees and programs: Community Relations, Parent Enrichment, Classroom Volunteers, Teacher Appreciation, and Fundraising. Fundraising efforts are essential to providing MACS with wonderful student enrichment programs and helps to support technology, STEM and MicroSociety ventures and agencies. We encourage all of our families to be involved with our Friends of MACS. We couldn't do it without you!

SCHOOL DAY

Time-on-learning is time during which students are engaged in regularly scheduled instruction, learning activities, learning assessments of the core subjects and MicroSociety agencies and ventures. Adequate time-on-learning is essential for student progress. Time-on learning for the MACS are as follows:

- Kindergarten three hours
- Grade 1 – 5 five hours forty-five minutes
- Grade 6 - 8 six hours and fifteen minutes

We expect all students to arrive at school at a reasonable time prior to the start of classes. students disembark buses and enter the school building at 8:50 A.M. Students who do not ride the buses should not arrive until that same time as there is no supervision available for children who arrive prior to these times. Students will not be permitted into the building prior to 8:50 am.

When students are tardy, **(after 9:05 am)** they must report to the office to pick up an admittance slip before entering the classroom. This keeps our attendance records complete and accurate. Students ARE NOT marked tardy, if they are late because their bus arrived after the start of school.

STUDENT ACHIEVEMENT

At MACS, we want to assure students reach their potential as life-long learners and citizens in a 21st century global society. We believe that to teach, one must know what is already learned. Assessment of known and learned skills is achieved in a variety of ways. Formative and summative assessments are used by all teachers, along with student work collected throughout the year to show students and staff examples of various levels of achievement. Some examples of assessment strategies used are: initial gathering of baseline data, periodic individual running records, published language arts and math process tests, writing prompts/rubrics, problem solving and process oriented assessments in science and social studies, and hands-on group activities.

A major school focus and challenge is to promote self-discipline, citizenship, and character development so students leave us with a foundation in the skills and abilities necessary to become outstanding citizens of their personal and global world. Our daily MicroSociety period, combined with individual classroom management-systems, and guidance lessons address this issue on a daily basis.

As part of our mission to build citizenship, our school will focus on specific citizenship traits, which will be addressed throughout the day by staff in our academy periods and in our agencies and ventures.. Regularly scheduled classroom sessions with counselors further explore and develop these traits. Community service projects occur at all grade levels and are also coordinated school-wide throughout the year.

On a daily basis, staff acknowledge student achievement through positive reinforcement and contact with parents by way of notes, phone calls and visits. School, grade level and classroom celebrations, performances, presentations, displays and market days are also means of acknowledging and celebrating achievement in a variety of areas.

Students are required by state law to participate in Smarter Balance Testing. These tests are designed to assess standards set by the State of NH. The Smarter Balance testing is a comprehensive test that covers a broad range of objectives in reading and mathematics. Grade 4 students also are assessed in Science in the Spring.

CURRICULUM

A firm commitment has been made by our Board of Trustees and Administration to the continual development of outstanding programs for the purpose of creating and adopting curricula that best meet the needs of our students. The MACS staff have begun the work of curriculum development, with the help from MicroSociety trainers, to ensure that there is a guaranteed and viable set of CORE standards each child will master through the MicroSociety approach to learning. Students will be taught developmentally appropriate research-based, innovative, technology-infused learning strategies that they will apply daily during the course of creating and operating the agencies and ventures of their own school based “MicroSociety” -- a microcosm of the real world. Students will be encouraged to take responsibility for their learning and excel at

their own pace, as they work to attain proficiency in competency-based learning , as well as social cognitive, and life-skills.

TEACHING/LEARNING PROCESS

Excellence in teaching is viewed as an integral part of our organization and is highly valued by all members of our community of learners. Our staff evaluation process and our program of staff development are just two of the many paths we travel toward this goal. The first is to ensure that professional standards and guidelines accompanies our evaluation plan. As a school team we will ask the question “What constitutes effective classroom instruction and management?” Our second pathway is the overall design around a three-year period with both short and long term goal setting, observations, progress reports, conferences and assessments spaced throughout the 3-year period.

We have in place an on-going Mentor/Protégé program to insure the success of new members to our professional staff. To facilitate Mentor/Protégé connection mentors are assigned their Protégé as soon as possible after the hiring process. The Curriculum and Program Director also supports all teachers in and out of the classroom on the NH Common Core and MicroSociety curriculum expectations.

Research tells us that for professional development to be effective it must be goal oriented, have a focus regarding the improvement of student achievement, occur over an extended period of time, allow for modeling and practice and take place primarily within the confines of the school day so that learning is job embedded. This is our model for planning professional development. We select a focus or topic and develop training and workshops to enhance professional skills to reach our goal. Some activities include book studies, contracted specialists to present workshops, meet with teachers during team meetings, visit classrooms, teach 'model' lessons, provide staff with new materials and help plan lessons. This comprehensive approach is typical of the way in which we explore new topics and embed rigor in all aspects of our curriculum.

MACS NETWORKS & INTERNET Acceptable Use Procedure

ETHICS PROCEDURE

Technology users' responsibilities go beyond network use. MACS also addresses copyright, security and other issues as well as networking in this procedure.

Unless otherwise specified, the following regulation shall apply equally to students, employees, board members, volunteers and contractors employed by the MicroSociety Academy Charter School. Employees, board members, volunteers, and contractors may have additional obligations owing to the nature of their positions and/or access privileges.

MACS Network system is a local and wide area technology network which provides access to the Internet. The use of MACS Network is solely for the purpose of facilitating the exchange of information, to further communication, education and research, and is consistent with the mission the our school. The MACS Network and the messages transmitted and documents created on them, are the property of MACS. MACS has the right to monitor the use of such property and

determine if any inappropriate use occurs. Each person requesting access to the Network must complete an authorization form. Any use without authorization is prohibited. Anyone who inappropriately uses the Network or the equipment may be subject to disciplinary action and/or the loss of its use.

Legal References:

RSA 414:3-d, School Computer Networks

47 U.S.C. Sec 254, Children's Internet Protection Act. Effective April 20, 2001

NETWORK

1. The use of The MACS Network is to promote the exchange of information to further education and research and is consistent with the mission of our school.
2. This Network or the Internet connection is not for private or commercial business use, political or religious purposes.
3. Any use of Network or Internet for illegal activity is prohibited.
4. Use of this Network or Internet to access obscene or pornographic material is prohibited.
5. School standards regarding communications apply to the Network and Internet.
6. Using programs that harass Network or Internet users or infiltrate a computing system and/or damage the software components is prohibited.
7. Users will make the most efficient use of Network resources to minimize interference with others.
8. Any use of this Network or Internet that accesses outside resources must conform to those network policies.
9. In MACS' use of listservs, bulletin boards and other on-line services must be school related.
10. Any attempt to circumvent content filtering or other network access control shall be considered a violation of this procedure.

SECURITY

1. Users will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
2. Users will not share accounts with anyone or leave an account open or unattended.
3. Users will keep all accounts and passwords confidential and not accessible to others.
4. Users are responsible for making backup copies of their critical documents.
5. User activity may be monitored at any time. Any activity may be questioned by the Director, if found to be in violation of this acceptable use procedure, the user will be subject to disciplinary action.

SOFTWARE

1. Users will not willfully introduce a virus onto the MACS's equipment or network.
2. The illegal installation of copyrighted software or files for use on any MACS computers is prohibited.
3. No software may be installed without the written approval of the Director or ITT Coordinator.
4. E-Mail is provided to all MACS staff upon completion of the hiring (H/R) process, for the purpose of exchanging information consistent with the mission and vision of MACS.
 - a. E-mail cannot be used for private or commercial offerings of products or services for sale or to solicit products or services.
 - b. E-mail messages are subject to MACS review at any time.
 - c. School standards regarding communications apply to Networks and Internet as well as Email.
5. E-Mail should be deleted regularly from our E-mail directory to conserve the file space.

6. Interpretation, application and modification of this Acceptable Use Procedure are within the sole discretion of MACS. Any questions or issues regarding this procedure should be directed to the Director. Violation of any conditions of use described here and in the MACS Technology Regulation may be cause for disciplinary action. As a matter of practice, log files of network activity will be reviewed and destroyed unless evidence of any violations has been discovered. Only those files will be kept for the duration of any disciplinary action.
7. The use of any software/hardware that packet-sniffs, intercepts, monitors, or interferes with network traffic by non-authorized users is prohibited.

Copyrighted Software: Users of software shall abide by the software licensing agreement provided by the software publisher. Without notice, any equipment on the MACS property may be audited for compliance. Software piracy, the illegal use or possession of copyrighted software, is strictly prohibited.

Site Licensed Software: Site licensed software is that which can be used on any equipment at the site for which the software was purchased. This software can be copied legally by anyone to any equipment at the site belonging to the licensee. Unless permitted by the license, it shall not be copied to equipment not owned by the licensee. Before equipment is moved from one site to another, any site-licensed software shall be removed.

Network Use Software: Network use software is purchased for use by a limited number of concurrent users. This software is launched from a server, and concurrent use is regulated by server software. Unless permitted by the license, this software shall not be copied off of the server to individual hard drives or storage devices.

Concurrent Use Software: It's the same as Network use software except that it can be copied to workstations, if regulated by metering program.

MACS Network & Single License Software:

Single license software can be owned by a school, a department, or sub organization within the school. Such software shall not be copied to multiple machines or media in violation of the license agreement. Such software owned by individuals employed by the school may be brought into MACS under the following conditions:

- a. The user can prove ownership.
- b. The user adheres to the licensing agreement for that software.
- c. The user has registered software with the software company.
- d. The user has registered the software with the building's ITT Coordinator and/or Director and received permission to use the software.

Property Rights: MACS has the right to specify who uses its equipment and the information contained therein, under what circumstances, and to what purpose. Equipment purchased by MACS belongs only to the the school and neither employees, volunteers, nor students in the school have ownership rights to any equipment loaned to them by the MACS. Extensive use of schools equipment and software for private or personal business is strictly prohibited and will subject the violator to disciplinary action. No person shall have exclusive use of MACS equipment unless authorized by the Director.

Data Security: MACS assumes no responsibility or liability if documents stored on the school's equipment are lost or damaged, nor will MACS be responsible for security violations beyond the proper punishment of those persons involved in such violations.

Abuse/Neglect of MACS Property: Users must take all reasonable care in handling and transporting this equipment to prevent it from being neglected, abused, damaged, or stolen, and will never leave it unattended in an unsecured location. Users will assume financial responsibility for any loss due to abuse or neglect. Users will submit a written incident report for any non-warranty damage that occurs to systems in their possession.

False Entry/Alteration: No student, volunteer or MACS employee shall make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of any school within the school nor shall any student open or alter official school documents or private documents, either paper or electronic.

Use of Personal Equipment: The use of personal computing equipment on the MACS network shall be prohibited except by MACS employees, board members, contractors and vendors while performing services for the school. All use of personal systems must be approved by the Director. The owners of these systems must be able to demonstrate that they have up-to-date virus protection software running on their computers.

Should the inclusion of personal computing equipment interfere with the educational process and/or Network resources, MACS reserves the right to refuse access to the Network.

Personal computing devices will not receive support from MACS Technology personnel.

Enforcement:

MACS shall rigorously uphold laws pertaining to the use of technological equipment and the information contained in them and/or generated by its use. Anyone found to be violating such laws shall be subject to suit for civil damages as well as prosecution by MACS to the *full* extent of the law.

User Groups:

Users of the MicroSociety Academy Charter School Computer Network will fall into two major groups: Students K-8 and all MACS Staff. Policies specific to each group can be found in one of the attached appendices.

**Students K - 8
MACS Expectations**

Rationale

The MACS computer network is a valuable educational tool for learning, sharing, and communication. We believe that student access to this network for educationally acceptable purposes is an important part of our curriculum. Staff closely monitors student use of computers and the Internet, and we expect all users to abide by the following guidelines.

Access

All students will have access to the school network, using an assigned user ID and password. All students will have access to our school web page and other teacher approved Internet resources. Students will be expected to state their research objectives when using the Internet.

Expectations for Students

- You are responsible for your individual network account. Using another person's user name is not acceptable. Accessing another person's files is not acceptable. Using your account for non-school related activities is not acceptable.
- You should always follow your teacher's directions.
- You should ask permission before downloading or printing any information or files.
- You will not plagiarize documents or pictures. Plagiarism is copying the ideas or writings of others and presenting them as if they were your own.
- You should always tell a teacher if you see bad language or distasteful pictures while you are online.

Additional Information for Parents

MACS does not support student web pages or student email accounts on district servers at this time, but this may change at any time for upper grades. Parents should be aware that students work may occasionally be published on the school website. Students will be identified by first name or by initials only, and no personal information will be released. Students may occasionally participate in classroom projects involving e-mail under a teacher's direct supervision.

MACS requires a \$75 lab fee per child each year in order to have access and support the technology/STEM within the building.

Disclaimer

Due to the ever changing nature of the world wide web the content of any site cannot be guaranteed. Although we try to ensure the students are not subjected to inappropriate material on the world wide web it is important to equip all students with the tools to act responsibly while they are on the Internet.

PLAGIARISM & TECHNOLOGY

Access to the Internet makes written text easily available to students for inclusion in reports. As with any resource material, text that is copied and incorporated into a report must be adequately identified and credited to the author/source. This holds true for both exact quotes of material and texts used as source material. Honesty in writing assignments and how to properly credit sources is taught throughout the elementary school years. Also taught is the fact that plagiarism is a form of stealing. It is the theft of intellectual property, and student work found to contain text copied from the Internet, or other resources, without proper credit will not be accepted. Plagiarism carries even more serious consequences as students move into higher grades and on into life. It is important for parents and teachers to promote academic integrity at this early stage of academic achievement. We are committed to helping students avoid the temptation of plagiarism. We strive to teach students how technology can aid their learning and, with your parental support, guide students down the path of academic honesty.

K-8th GRADE ACADEMIC INTEGRITY

The relationship of trust, respect, and honesty between teachers and students is of the utmost importance. Cheating, copying, plagiarizing, and other examples of academic dishonesty will be taken seriously.

According to Webster's Third World International Dictionary to plagiarize means:

- to steal and pass off as one's own (the ideas or words of another)
- use (a created production) without crediting the source
- to present as new and original an idea or product derived from an existing source (ideas or products include pictures, audio, video, sound, etc whether from print or non-print sources including the Internet)

In the K – 8th grade the consequences of such behavior are as follows:

1. On the first offense the student will meet with the teacher for clarification and instruction of the work in question , including:
 - Proper use of quotation marks
 - Note taking
 - Citing sources
 - Proper use of summarizing and paraphrasing
2. On the second offense, the student's parent or guardian will be notified and the student will be required to redo the work in question.
3. All subsequent offenses will be considered on a case by case basis.

STUDENT APPEARANCE AND DRESS

Although there is no formal dress code in our school, we are aware of the fact that student behavior is often a reflection of students' clothing. Student apparel should not be such that it distracts from the educational process. Tee shirts and other items of clothing that contain sayings or pictures must be respectful and appropriate without reference to violence, drugs or other inappropriate materials. Clothing should also be age appropriate to a classroom setting.

Students are expected to be neat, clean, and orderly in their appearance. When a particular form or deficiency in grooming, appearance or dress is deemed, in the opinion of the staff, to offend reasonable standards of health or safety and are likely to disrupt the teaching/learning process, parents will be contacted and will be asked to take corrective measures. **Hats, Heelies/Skate shoes, Crocs and flip-flops are not allowed.** The Director will make the final determination of appropriate and acceptable dress in these matters.

Behavior/Bullying

MACS takes bullying and harassment of others very seriously. There is a strict no tolerance policy. Please refer to the Board of Trustees Policies for all definitions, procedure and consequences at <http://www.macsnh.org/board-policies.html> under "Pupil Safety and Bullying/Harassment."

RECESS

Recess is an important part of our school program. It is a time set aside for physical activity and allows for students to develop social skills in a semi-structured setting. Whenever possible, children go outside for all or a portion of their recess time. Recess offers students a change of pace and an opportunity for physical activity. Factors such as the outside temperature, wind chill,

and the condition of the playground are considered before a decision to cancel outdoor recess is made. Indoor recess is called when the temperature or wind chill is 20° or below. Students should arrive at school expecting to be outside for a portion of the day. Dress should be appropriate for coping with the elements. *K/1 students will stay in the fenced in area at recess time, please pack snow clothes and boots for recess in the winter time.*

Some important things to remember:

- School rules apply on the playground
- Toys brought to school for recess should be safe and appropriate
- For safety reasons, the following are not allowed on the playground: hardballs, baseball bats, hockey/lacrosse sticks, body contact games, snowball throwing, or any games or activities that threaten the physical well-being of the student
- Radios, tape recorders, ipods, and other electronic/computerized toys are not allowed
- Skateboards and scooters are not allowed
- The recess area is for *students only*. Siblings and other children not enrolled at MACS should not play on the equipment during scheduled recess times as it can become a safety issue
- Students need to walk carefully with adult supervision when entering and exiting the playground.
- Students must remain within designated playground boundaries. Wooded areas, front of the building and parking lots are out of bounds

Any child not well enough to go out to recess should remain at home unless we have a communication from the child's physician recommending that s/he remain inside. Recess is for our K-5 students only. 6-8th will receive an extended lunch and may eat outdoors on nice days if we have enough staff coverage. Middle school teachers may opt for special recess opportunities throughout the year.

STUDENT RESPONSIBILITY/BEHAVIOR

Please take time to review our behavior code with your child. Read the rules together and discuss why each one is necessary and helpful in making sure that school is a safe place for learning.

At all times students are expected to:

- Be respectful, kind and courteous to adults and to other students
- Respect the property and belongings of the school and other people
- Follow the directions of the adult in charge
- Speak appropriately (inappropriate language and put downs are disrespectful acts and are not tolerated)
- Behave in a way that does not disrupt the work or the learning of other students.

Our school rules are simply stated and easy to remember and follow. All staff members use the same school rules in all areas of the building. The rules are:

- Walk and Move Safely
- Follow Directions
- Show Respect
- Keep the School Neat and Clean

Every student in our school has the right to:

- feel safe, emotionally and physically
- learn, work and play without fear of being hurt
- know belonging, acceptance and friendship
- expect respect for individual qualities as well as differences
- ask for help in stopping other's hurtful behavior
- keep asking for help until the hurtful behavior has stopped
- learn how to solve problems with others in a way that is helpful, not hurtful
- be treated politely by others

Our school has a number of strategies which are considered essential to helping students learn to self-advocate, manage their behavior, and accept responsibility for their own behavior and choices.

- Children, parents and staff can report or initiate concerns to a School Counselor, Classroom Teacher or the Director
- Possible responses from staff after observing or receiving notice of unacceptable behavior which is hurtful and deliberate may include:
 - Teaching strategies of empowerment to the "victim"
 - Increasing awareness of cause and effect
 - Discussion and a written warning
 - Referral to the school counselor for support
 - Parental notification
 - Mediation
 - Mandatory meeting with parents
 - Development of support system for children
 - Development and implementation of escalating consequences, until the hurtful behavior ceases.

Each teacher is also responsible for maintaining classroom discipline and appropriate behavior by their students in other areas of the school. Most discipline problems are handled by the classroom teacher in concert with the parents.

Consequences for Misconduct

Students are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration for the rights of others. The school will not tolerate rudeness or violence in any form. Should student action necessitate referral to the office, a Discipline Referral Form will be used to inform the Director of the infraction. The Administration will provide appropriate action based on a review of the situation.

The Director is responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource to both teachers and parents in improving student behavior. In instances where the teacher and/or parent have been unable to effect a positive change, the Director will become more directly involved in the disciplinary process. Consequences for misconduct are determined by the severity and frequency of the infraction.

Consequences will be determined by staff and administration. Consequences are listed in order of severity, low to high below. Due to the complex nature of discipline problems, however, some consequences may not be administered in sequence. The final decision as to school consequences for misconduct shall be determined by the Director and or administrative team.

Minor Penalty

School Staff will administer a "minor penalty." These penalties range from loss of classroom privileges, work detail, recess and/or lunch detention, apology letters or other similar consequences.

Conference

One or more school staff members, usually the teacher, guidances and/or Director, may meet with the student. The student must agree to correct his/her behavior. Consequences may be administered including work detail, lunch/recess detention and/or loss of privileges.

Parent Involvement

Parents are notified directly either in writing or by a phone call when consequences are assigned. A conference may need to be conducted with the student and his/her parents. The student must agree to correct his/her behavior. If the student does not correct their behavior and shows a repeated pattern, regardless of prior corrective action taken by the school, parent involvement and/or conference will be mandatory for all further disciplinary action. It is important to understand the reasoning behind a student's actions and, therefore, change the circumstances that are causing the action. For instance, if a child has difficulty making transitions from one activity to another and "acts out" at these times of day, a plan will be made to help the child successfully transition. If a child has trouble with appropriate expressions of emotion (anger, jealousy, etc), a plan will be executed to help the child learn appropriate management of emotions.

Behavioral Contract

A student may be placed on a behavioral contract that must be signed by the student, the parent and the Director. The contract will define the desired behavior and consequences for misconduct.

Restitution

The student is required to return property or goods to the rightful owner and/or provide fair compensation for loss, damage or defacement of others' property.

Suspension

For persistent disregard of the rules of the school, the Director may recommend action under the conditions of RSA 193:13 Suspension and Dismissal of Student(s).

The administration informs the student of the suspension. The parents are notified of this action including instructions regarding the process. A student may be suspended for one day, but no more than ten days, of school for gross misconduct or refusal to conform to the reasonable rules of the school.

Expulsion

Again, on persistent disregard of the rules of the school, the Director may recommend action under the conditions of RSA 193:13 Suspension and Dismissal of Student(s).

The Director informs the student that he/she is subject to expulsion. The parents are notified of this action including instructions regarding the process. This is a last resort should the student fail to improve his/her actions using other discipline measures.

Suspended and Expelled Students

When a student is put on suspension during the school day, the parent(s) will be notified and will be required to immediately pick up their child. Suspension and Expulsion are defined by the State of New Hampshire under RSA 193:13. Suspension may be put in place by School Administration when all other forms of discipline have failed to resolve the student behavior issue.

When Administration recommends the expulsion of a student, that student will be put on immediate suspension. A hearing before the Board of Trustees will take place within ten days of the suspension. The Board of Trustees decision is final, though any dispute from the parents may be taken up with the NH State Board of Education.

Reasons for expulsion include:

- Gross misconduct not corrected by other discipline measures
 - Neglect or refusal to conform to the reasonable school rules
 - Possession of a weapon (pellet gun, paint ball gun, BB Gun, Rifle, Firearm, or any other dangerous weapon)
- and Assaulting or threatening a teacher or any staff member of the school.

Due Process

Students have a responsibility to respect the rights of others and school policy. Students referred for discipline are entitled to the following due process rights:

- To be informed of accusations against them.
- The opportunity to accept or deny the accusations.
- To hear evidence on which accusations are based.
- The opportunity to present an alternative factual position.
- The opportunity to appeal a disciplinary decision in accordance with school policy.

Should the actions of a student pose an immediate threat to the student or the rest of the school community, law enforcement will be notified and asked to intervene. MACS is not required to initiate or complete due process prior to notifying law enforcement agencies.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are scheduled into the school calendar. The conference schedule is outlined each year on the school calendar. In each instance your child's classroom teacher will contact you to set up a conference time. Your attendance and input at each conference is very important to us.

Please don't feel like you must wait for a problem to contact your child's teacher. In fact, teachers appreciate it when you make an effort to write or call them. The key is to establish an early positive relationship with your child's teacher so that it is easier for you to talk with and

understand each other if a real concern does arise. To contact a child's teacher, please email, send a note asking the teacher to call, or leave a message with the office secretary. Teachers and classroom schedules are not interrupted during the school day for phone calls, however the teacher will return your call as soon as possible. Sometimes this may mean that, due to prior commitments, the teacher will not be able to return your phone call until the next day. We encourage you to contact the teacher as soon as questions or concerns arise.

COMMUNICATION CHAIN

Parent questions and concerns should first be directed to the classroom teacher. Your child's teacher has the most contact, and therefore, knowledge about your child and what occurs in school on a daily basis. Arrange for a conference through a phone call to the office as noted above, so that both you and your child's teacher have the opportunity to openly share information. You may also want to schedule some type of follow-up meeting or conversation to further understand how your concerns are being addressed. If a concern remains after these contacts, or if there is a concern outside the realm of the classroom, please notify the classroom teacher of your intent to contact other appropriate staff (school counselor or Director) for assistance in handling a particular situation or problem. A meeting or conversation may then be scheduled to further review your concern. Meetings with the Director will often include the classroom teacher to facilitate resolution of an issue.

ATTENDANCE/TRUANCY

We would like to reinforce the importance of time-on-task learning for all children. MACS considers consistent and regular student attendance as one of the most important factors for helping your children reach their potential. We ask you to make every effort to have children at school on time each day they are in good health and to refrain from having your children released early.

As much as we would like to see every student have perfect attendance, we ask that you please not send your child to school if s/he is sick. The flu, strep throat, etc. can easily be spread during the school day. If your child is not feeling well, please do not send him/her to school to "see if s/he can make it". We strive to provide a healthy environment for all our students and need your help in this endeavor.

MONITORING OF ATTENDANCE/TARDINESS/EARLY DISMISSALS

Student absences, tardiness, and early dismissals are part of the official attendance records, which are required by the State of New Hampshire. If your child is frequently tardy or dismissed early, progress and achievement are affected due to loss of time on learning. Tardiness and early dismissals also affect all students in a class, as they are disruptive to the classroom activity. Children who report to school after 11:00AM will be considered absent for the morning session. Likewise, students who are dismissed before 1:40 PM will be considered absent for the afternoon session. Please make good attendance a priority. The administration closely monitors absences, tardiness, and early dismissals. Attendance records of all children; inclusive of absences, tardies, or early dismissals are reviewed and you may received a letter from school administration. Students with 5 full or 10 half days of unexcused absences are considered truant under State of NH RSA 189:35-a and may receive a letter from school administration.

Also, please see <http://www.macsnh.org/board-policies.html> on the student attendance policy. Students who are not in attendance, per the Board of Trustees policy, may lose their seat at MACS.

REPORTING STUDENT ABSENCE

Phone # 603-595-7877

Each morning the list of absent students is compared with the list of phone calls or notes we have received concerning student absences. When a student is absent without a call or note from home, a school nurse will phone parents to verify that the student is safe at home.

Please call the school before 9:15 A.M and leave a short message including your child's name, grade and reason for the absence. Example: "Sue Smith, grade 2, will be out today. She has a bad cold." You must call **every day** your child is absent unless you specify the dates your child will be out. Example: "Sue Smith, grade 2, will be out November 1st through the 10th. She will be recuperating from her recent operation." Please also call when you know your child will be tardy. Knowing that a student will be late because of a dentist appointment or other scheduled event saves us the worry of a child not appearing at school and there being no answer at home.

The school board considers the following to be excused absences:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday
- Such other good cause as may be acceptable to the Director or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

Please note the following important attendance related procedural requirements at MACS:

- A note from a medical provider is required when a student is absent for **5 or more** consecutive days due to illness. The note must contain the specific dates to be excused. These absences are unexcused until an excusal note is received.
- Up to **6 days** of vacation or travel for educational opportunity may be considered excused each school year. A letter from parents in advance is required for approval.
- Administration reserves the right to request documentation related to student absences at anytime. Documentation may include medical excusal notes, court documents or other.
- Student attendance records are reviewed regularly. In situations where students are experiencing multiple absences, intervention plans are put in place. Strategies to assist students with improving their attendance may include, but are not limited to: attendance alert letter, parent phone call and/or conference, request for documentation, consideration

of the need for additional/alternate services, meeting with school resource officer, home visit, among others.

In order to maximize student learning opportunities parents are encouraged to schedule family vacations during regular school vacation periods and student medical appointments before or after school hours.

In the event parents are planning on extended travel that will require the student to accompany them beyond school vacation period, two weeks notice will be required to be provided to the School Director. Unless it is a family emergency, parents are discouraged from taking their child out of school during the Spring testing season, typically in April and May.

If a student is absent for 10 or more days that are not excused as defined by our attendance policies, the student will be considered withdrawn from MicroSociety Academy and will be subject to re-enrollment process assuming the child's seat has not been filled from our waiting list.

Please direct any attendance related questions to building Director.

MISSED WORK DURING ABSENCE

When absent, student's miss the entire teaching/learning experience presented by staff, not merely the assignments completed. Parents are requested to plan family trips/vacations to coincide with school vacations. It is not possible for teachers to prepare work ahead of time for students to complete while on vacation. Should parents still choose to have their child(ren) miss an extended period of school, it is recommended that they deepen the educational benefits of the vacation or trip by requiring that a daily journal be kept and shared with the classroom teacher upon the student's return to school. This journal would be most beneficial if it contained a variety of illustrations and information on the culture and monetary systems of places visited, personal interviews, historical perspectives, etc.

Teachers make every effort to review with students the concepts and curriculum covered during an absence. Parents are encouraged to check with their child and his/her teacher to understand if there are specific assignments or work that needs to be made up so that their child does not fall behind. As students progress in age and grade level, more responsibility for this should be expected and given to the student.

STUDENT EARLY DISMISSAL PROCEDURE

- Regular bus dismissal time for students is 3:40pm
- Early dismissals are discouraged and should not occur on a regular basis. It is important that your child complete a full day in school. The end of the school day is an important time for students. Teachers review the school day, complete lessons and/or review assignments. Repeated early dismissals send the wrong message about the importance of school.
- If there is a valid reason for your child to be dismissed early, please send a note with your child clearly indicating the time of dismissal and the name of the person who will be picking up your child.
- When you arrive to pick up your child, please do not park in the Fire Lane, blocking a doorway or other 'No Parking' areas. Report directly to the office to sign your child out.
- **DUE TO SAFETY CONCERNS, PARENTS MAY NOT GO DIRECTLY TO BACK ENTRANCE, CLASSROOMS OR THE PLAYGROUND TO PICK UP STUDENTS.**

- **Students will not be dismissed without clearance from the office. Any last minute changes to a student's dismissal plans must be made prior to 2:30 PM so we can ensure that your child is safe and following the RIGHT after school plan.**
 - **All changes must be made by hand written note (signature included) but only if you call the office first. There are many factors that influence timely receipt of e-mails, therefore e-mail changes will NOT be accepted. Please drop off any changes in writing (emailed note with signature is okay) ONLY after you've spoken with someone in the office to ensure that your message has been received and delivered before dismissal. No exceptions.**
- **In all instances of early dismissal, parents must sign the dismissal log.**
 - Should your child be outside on the playground at the time of the requested dismissal, please wait in the office until students have returned to class. When dismissal from the playground is necessary, a school employee will go to the playground to get your child. A dismissal slip for your child will be given to a playground supervisor who later sends them to your child's teacher.
 - **No child can be dismissed in the main office after 3:30 pm.** If you come to the office between 3:30 and 3:40pm, you will be asked to get in the carpool line as we have already begun our in house dismissal procedures and your child is not in their classroom and easily accessible by office staff. Thank you for your understanding.

CARPOOL PROCEDURE

We encourage all parents to allow their children to ride the school bus to and from school, if applicable. This facilitates both the entrance and dismissal of students and ensures that your child will not miss instructional time. The safety of our students and school buses is our first priority during carpool times. Please be aware of the following:

All NH traffic rules and laws pertaining to school buses remain in force on school property. The license plate number of any car not in compliance with these rules will be reported to the Nashua Police Department for further action. School buses always have the right of way on school property **and should never be passed**. Passing school buses when they are loading or unloading students is against the law whether in front of our schools or on public or private roads. Driveways in front of the schools are one-way loops. Please do not drive the wrong way or pass buses in front of the school to save yourself a few minutes. It may end up being more costly than we want to think about.

Carpool lines have been set up to ensure the safe dismissal of all students being picked up by automobile. Discharge or pick up of students while buses are being loaded or discharged is not allowed.

Always expect the unexpected from children entering or exiting a school bus. We all know that there are basic safety rules in place for these procedures, but it takes just one child, one forgetful or playful moment, to have a tragedy occur. Once a school bus begins to load or unload students it **CANNOT** be passed.

We ask that you drive defensively and model driving courtesy and respect when you participate in one of our carpools. This can be one of the most stressful times in the day for our staff, students and you, but it needn't be if we all understand the limitations of driving children to school.

Please take as little time as possible greeting or saying good-byes when it's your turn to drop off or pick up your child(ren). Long hellos, good-byes and instructions can/should be taken care of before or after arrival at the school door. The car in front of you may take more time than you think necessary to drop off or pick up their child(ren). Patience is the virtue needed here. Please stay in line! At times you may be stopped to allow the buses to move from their designated entrance (**Buses are the ONLY vehicles allowed to enter from the West side entrance**) toward the back of the school to unload or pick up students there. This will mean that you may wait longer than you would like. Especially since the drop off and pick up is the same area for both carpool and buses.

For carpool, enter through the main entrance (between the two buildings - or towards the right of MACS) Drivers will then turn immediately left and drive in front of the building. The carpool lane will drive past the front of the school and loop around towards the back entrance. Students will be dropped off at the REAR entrance of the school only. Carpool drop off and afternoon pick up will follow the same procedure. In the afternoon, we ask that cars wait at the end of the playground before making the turn so buses can drive through their entrance.

Walkers – MACS does have a few students who walk to and from school. Please watch extra carefully for these students. For safety purposes, students may not walk home during school dismissal time. They will be allowed to walk home, given parents written permission, at the end of carpool and bus dismissal. Parents are to meet their children at the school entrance near the grassy area and walk then home.

PARENTAL VISITS/APPOINTMENTS AND PARKING

Parents are always welcomed and encouraged to visit our schools to volunteer or become familiar with opportunities to enhance our students' educational experience, join their child(ren) at lunch, discuss services available and/or become acquainted with staff members. Please call the office to schedule a visit with a teacher, a school counselor, or an administrator. Staff has busy days and want to be able to set aside the time you need.

Parking lots at each school are closely regulated for your child's safety. When accessing the area please:

- **Obey all traffic and "no" parking signs.** Pay particular attention to fire lanes and one-way driveways.
- **Park only in designated areas.** The front of the school, with exceptions as noted, and the first parking lot near the entrance of the building at the side of the school. Staff parking is in the back and on the side of the school in the exterior row.
- Note that the speed limit on all school property is 5 MPH.
- During winter weather, please exercise extra care when driving on school grounds.
- No idling! Please shut off your car. Thank you.

Thank you for your continued cooperation! This ensures the safety of all of our students!

TELEPHONE/CELL PHONE USE BY STUDENTS

Students are permitted to use the phone in the office only with staff supervision and permission. Students are not allowed to receive phone calls during school hours. Emergency messages will be relayed to students through teacher notification. We ask that you phone to leave a message only in an emergency or unexpected situation.

We understand that many students have cell phones to stay in touch with their families before and after school hours. Should students have a cell phone that comes to school they are required to keep their cell phones off and put away in their backpacks during school hours. At no time will any student operate a cellular phone or other electronic device with video capabilities in a bathroom or other location where such operation may violate the privacy right of another person. Parents will be notified in cases of inappropriate use.

SCHOOL CANCELLATION PROCEDURE

Schools will be open during stormy weather unless it is considered too dangerous for students to commute to school. In the event of stormy or questionable weather, please keep tuned to the listed radio and television stations for school information. The decision to keep school open, delay opening, cancel or close school for the day is made by the Director in collaboration with the police and highway departments. MACS intends to follow the decision made by the Nashua School District. Cancellations and delays are not a decision that is made quickly or lightly. We prefer that school be in session as scheduled, but understand that weather conditions may be such that student safety would be compromised. In the event of a major snowstorm, schools may be canceled as early as 6:00 A.M.

Announcements of school closing can be found on our Social Media pages, Website, and will also broadcast on the following stations.

Manchester Channel 9	
Via Robocall and/or text through ALMA	

DELAYED OPENINGS

If weather conditions are stormy at 6:00 A.M. but are expected to improve by mid-morning, a delayed school opening will be announced on the same stations as no-school announcements. It will also be posted on our website and on our social media pages.

On a delayed opening:

- Schools will open two (2) hours after the regular starting time. MACS will begin at 11:00am.
- Bus pick-ups will also be delayed two hours
- Hot lunch will be served as usual
- School will be dismissed at the regular time

If weather conditions do not improve as forecast, the delayed opening may be changed to a "No-School" announcement. This change will be announced over local stations and on our website prior to 9:30 A.M.

EMERGENCY EARLY RELEASE PROCEDURE

The Director in collaboration with the Nashua School Bus Contractor, local Police and the highway department also determine if an early dismissal from school due to inclement weather is appropriate. When it has been determined that children will be dismissed early, the same stations

will be notified. Parents should tune to radio/television stations if weather is stormy and they are concerned about whether school might be dismissed. This occurs very infrequently and only as the result of an unexpected storm and road conditions that are determined to be increasingly dangerous. Quite often the highway department will advise the Director that it is safer for students to remain in school until normal dismissal time. This often allows the highway department time to plow and/or treat road surfaces.

As soon as a decision for early dismissal is made we begin to implement the emergency plan that was developed by you and your child in September. **Because of the limited number of phone lines it is impossible for us to call families of our students from school to inform them of an early dismissal.** Therefore, we urge you to review the plan you developed for your children (each fall your plan is updated) to follow should school be dismissed early. **The emergency plans take precedence over any other arrangement for that day – including play dates, carpool notes, or any other plans made for that particular day.**

STUDENT HEALTH

The Director and/or school nurse has the authority to exclude from school any child who appears to have an infectious condition. When the onset of illness occurs during the day, it is important for parents to be available to pick students up. Students will be dismissed only to a parent or designated adult.

If a student is absent because of illness but is able to complete some schoolwork, parents may call the school office and request materials and assignments be readied for them to pick up at the school office. If this request is made prior to 11:00 a.m. these materials may be available on the day of the request, depending on the teacher's schedule. Otherwise, materials and work will be available the following day. Teachers cannot talk with parents or prepare work during instructional class time.

No student will be excused from PE or recess unless a directive is received from the student's physician to the effect that due to recent illness or injury the student should not participate in either or both activities.

MEDICATION

In order to have medication administered to students during school hours, permission forms must be completed and medication must be given to the Director and/ or school nurse in the original prescription container or original package with completed Parental Permission and Physician's Permission forms. Only the nurse, Director or her designee will administer medication. Most medications are kept locked except for Epipens and inhalers. These items need to be accessed quickly in an emergency situation. Students are not allowed to keep medication on their person or to self-administer medications without the express knowledge and permission of their physician and school nurse.

The nurse or classroom teacher is responsible for handling school-related emergencies. They are not responsible for accidents that happen outside of school hours or off school grounds. Information concerning where parents can be reached, work phone numbers, an emergency number and the family physician's number must be available. This information will be requested on emergency forms provided parents.

IMPORTANT – EMERGENCY FORMS MUST CONTAIN CURRENT INFORMATION AND BE KEPT UP-TO-DATE.

FOOD ALLERGIES

Recent studies estimate that 6-8% of children in the US have some sort of food allergy. Symptoms may vary, sometimes exacerbate quickly, and can even become life-threatening. Nuts and nut products are the most common food allergen.

In our efforts to provide a safe school environment for all our students, we ask that you contact your classroom teacher to decide if you should or should not send nuts or nut products to school when sharing or presenting to others. This includes class birthday and party snacks, projects, and craft items.

The Safe Food Labeling Act requires that all manufacturers list all ingredients and food allergens. This will help you determine whether or not a particular food or item is safe. When bringing in a nut free product, please avoid anything that reads:

- Contains nuts or peanuts
- May contain traces of nuts or peanuts
- Processed in a facility that processes nuts or nut products
- Manufactured on equipment that also processes nuts

If your child has been assigned to a Nut Safe Classroom, nuts and nut products are not allowed at any time. Snacks and lunches will be checked each day. If a food item is found to contain nuts or nut products, we will substitute a safe snack and send yours home.

MACS is NOT a nut free Facility. Should you have any questions, please call your School Nurse.

MACS AND THE LAW

MACS complies with all applicable Federal and State laws. Four federal laws, and two State laws important to mention here are: the Family Education Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g, the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. § 1401 et seq., Section 504 of the Rehabilitation Act of 1973 (“Section 504”), 29 U.S.C. § 794, the Americans with Disabilities Act (“ADA”), 42 U.S.C. § 12132 et seq, the Child Protection Act, RSA 196-C:1, et seq., and the Pupil Safety and Violence Prevention Act, RSA 193-F:1 et seq. Brief information concerning these laws follows. Additional information is available through numerous government sources and through the schools.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students over 18 years of age certain rights with respect to the student’s education record. These rights include:

- The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or violate the student’s privacy rights, and the right to request a formal hearing if the request to amend is denied.

- The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA

The office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920
For additional information on FERPA, see U.S. Department of Education Summary of FERPA, <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

CHILDREN WITH DISABILITIES UNDER IDEA OR SECTION 504 AND THE ADA

MACS works with the school district in which a child resides to ensure special education and 504 needs are met. MACS provides 504 and special education modifications and accommodations to eligible children with disabilities. MACS desires to identify and provide referral support to families which we suspect may qualify for a disability and are not currently identified.

MACS works with your school of jurisdiction through the evaluation and eligibility determination process for your child, by providing supporting materials such as assessment scores, work samples, and report cards that they may require to determine if your child qualifies for special education or related services under the Individuals with Disabilities Education Act and will work with families to determine if a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, and to provide a free, appropriate public education to your child to the extent he or she is eligible under these laws. Upon request, the School District of jurisdiction will provide you with a detailed notice of your procedural safeguards under the applicable law(s).

If you have questions or would like more information, please contact:

MACS Director

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

In 1975, Congress enacted the law now known as the Individuals with Disabilities Education Act ("IDEA"). This law was reauthorized in 1977, 1997, 2000 and 2004 and is intended to ensure that a free, appropriate public education is available to all eligible children from ages 3 to 21 with disabilities.

The law establishes a two-prong eligibility standard. Special education and related services are available to eligible children with disabilities who, by reason of their disability, need special education and related services. Once a child is found eligible by the school of jurisdiction, a team including the child's parents and representatives of the public education system (of jurisdiction) develops an individualized education program (IEP) or individualized family service plan (IFSP)

that includes the services and supports necessary to meet each child's unique needs. For more information contact: MACS Director

A copy of the procedural safeguards under the IDEA can be found at the New Hampshire Department of Education website:

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Memos/documents/ProceduralSafeguards122308.pdf>

SECTION 504 of the REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is an anti-discrimination statute. In the educational system, it prohibits districts from discriminating against qualified students with disabilities, on the basis of disability. It is the policy of MACS not to discriminate on the basis of disability in its educational programs, activities or employment policies. Section 504 requires the school to locate, evaluate and determine if a student is a qualified individual requiring accommodations and services necessary to provide access to educational programs. For more information, please see the Child Find Notice: Children with Disabilities under IDEA or Section 504 and the ADA, above.

The Director and guidance counselors at MACS are designated as the Section 504 Coordinators.

Parents or guardians who disagree with the decisions reached by school personnel regarding eligibility under Section 504, or accommodations and services necessary for access to educational programming and/or facilities, may either file a grievance in accord with the Section 504/ADA Grievance Procedure by notifying the school principal in writing, requesting a Section 504 impartial hearing, filing suit in federal court (please note that you may be required to exhaust administrative remedies prior to taking this action), or filing a complaint with the United States Department of Education, Boston Office, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491.

SECTION 504/ADA, TITLE II GRIEVANCE PROCEDURE

MACS has an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 ("Section 504") or Title II of the Americans with Disabilities Act of 1990 ("ADA").

Both Section 504 and the ADA prohibit discrimination on the basis of disability.

Complaints should be addressed to the Director who has been designated to coordinate Section 504/ADA compliance efforts within their respective buildings. Contact information is set forth at the end of these procedures.

1. A complaint must be filed in writing, contain the name and address of the person filing it, describe the alleged discriminatory action and identify the date the action occurred and the names(s) of the person(s) believed to be responsible, as well as recommendations for the resolution.

2. A complaint must be filed within a reasonable time period after the complainant becomes aware of the alleged discrimination. The complainant shall informally discuss the complaint, in person, with the Director or at the Director's discretion, with the 504 building committee.
3. Unless the matter can be promptly resolved informally, an investigation will be conducted with respect to all timely filed complaints which raise issues under Section 504/Title II. The investigation shall be conducted by the Director and the 504 building committee. These rules contemplate informal but thorough and impartial investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the conclusion of the investigation and a description of the resolution, if any, shall be issued by the building principal or assignee and a copy forwarded to the complainant no later than forty-five days after the Director receives the written complaint (unless the complainant provides written permission for extension of time for said investigation.)
5. The Section 504/ADA coordinator shall maintain the files and records of MACS relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made in writing, to the Director within twenty days of receipt of the written determination.
7. Upon receiving a request for reconsideration of any decision involving the student's identification under Section 504 or the ADA, or the evaluation or placement of a qualified student with a disability, the school district will schedule an impartial hearing. The school will select an impartial hearing officer, and the hearing shall be conducted within a reasonable time after the school receives a written request for a hearing. The Section 504 Coordinator shall provide the party requesting the hearing with advance written notice of the date, time, and place of the hearing.
8. The complainant shall have an opportunity to review all relevant records. Both parties shall have a full and fair opportunity to present evidence relevant to the issues raised in the request. Both parties may, at their own expense, be represented by an attorney. If the complainant will be represented by counsel, he or she must notify the Section 504 Coordinator, in writing, at least 5 days prior to the hearing.
9. The hearing officer will issue a written decision within a reasonable time period after the hearing. The hearing officer's decision shall be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
10. Any party may appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.
11. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with U.S. Dept. of Education's Office for Civil Rights or the NH Department of Education. Utilization of this grievance procedure is not the prerequisite to the pursuit of other remedies.

12. These procedures shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to ensure that MACS complies with Section 504, Title II, and their implementing regulations.

NOTICE OF PROCEDURAL SAFEGUARDS UNDER SECTION 504 AND THE ADA

MACS does not discriminate on the basis of disability in their programs and activities.

Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990 ("ADA"), an individual with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment. The district is obligated to provide a free, appropriate public education to each child eligible under these laws.

In accordance with Section 504 and the ADA, you, as the parent or guardian, are entitled to receive the following procedural safeguards in relation to your child:

- A. You have the right to receive a copy of this notice with notification of any district action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's free, appropriate public education ("FAPE"), or upon refusal to act on any parental request.
- B. If your child needs or is believed to need special education or related services, you have the right to an evaluation of your child (1) before the initial placement, and (2) before any subsequent significant change in placement. This may be requested of your child's school of jurisdiction.
- C. You have the right to an opportunity to examine all relevant records for your child.
- D. You have the right to an impartial hearing, with participation by you and representation by counsel, concerning the identification, evaluation or educational placement of your child.
- E. You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

The following people have been designated to handle inquiries regarding the non-discrimination policies:

MACS Director

The Procedural Safeguards Notice will be distributed to parents or guardians as follows:

- A. Whenever the district takes any action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's FAPE, or upon refusal to act on any parental request.

B. Annually, for all students who (1) have refused services and are attending private schools, home schooling programs, or regular education classes; (2) have dropped out of school; or (3) have been identified as 504 eligible.

NONDISCRIMINATION AND NOTIFICATION OF GRIEVANCE PROCEDURES

It is the policy of MACS not to discriminate in education programs, activities, or employment practices on the basis of race, language, sex, age, creed, color, marital status, national origin or disability status, under the provisions of Title VI and Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act, or IDEA, as amended in 2004.

Inquiries concerning implementation of 504, Title VI, Title IX and the Individuals with Disabilities Education Act may be directed to the School Director at 591 West Hollis Street, Nashua, NH 03062, the United States Department of Education, Boston Office, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491, the NH Commission for Human Rights, 2 Chenell Dr., Concord, NH 03301-8501 or the Special Education Bureau, NH Department of Education, 101 Pleasant Street, Concord, NH 03301-3860.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations of Titles VI and IX, Section 504, and the Individuals with Disabilities Education Act. Grievance procedures may be obtained at a school or SAU office. It is also the policy of the school board that all employees and students in MACS should be able to work and study in an environment that is free of sexual discrimination and sexual harassment.

CHILD NEGLECT AND ABUSE

Because of their sustained contact with school-age students, school employees are often in a position to identify abused or neglected students and to refer them for treatment and protection. To comply with the Child Protection Act (RSA: 169-C:1, et. seq.), and the policy of the Board that any employee who suspects that a student has been abused or neglected shall file a report to the Division of Children and Youth Services in accord with RSA 169-C:29-30. Under RSA 169-C:31, school personnel who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

ADDITIONAL RESOURCES

Additional information is available at:

United States Department of Justice, A Guide to Disability Rights Laws,
<http://www.ada.gov/cguide.htm>

United States Department of Education, Summary of FERPA,
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

SMOKE FREE SCHOOLS

It is the policy of the Board that smoking and other use of tobacco products shall be prohibited in accordance with RSAs 78:1, XIV and 78:12-b, II. Smoking is prohibited in all school buildings at all times, on all school district vehicles, including buses at all times, and on all school grounds.

Further, possession of tobacco products by anyone under the age of 18 is prohibited on all school property and vehicles including buses, at all times, in accordance with RSAs 78:1, XIV and 78:12-b, II.

Players, coaches, trainers, managers and anyone officially participating in an athletic event shall be prohibited from smoking or using other tobacco products during practice sessions or games.

DRUG FREE SCHOOLS

It is the policy of the Board to discourage and prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees as mandated by PL 101-226.

LUNCH PROGRAM

Students will have the choice of packing a lunch from home to eat at school or ordering a lunch from a company MACS contracts out to. They are an organization that provides healthy, kid-friendly lunches that you will be able to order and pay for in advance. Our school serves a hot lunch option everyday. Meals include milk and cost \$3.80 each (subject to change per catering company). Menus are posted monthly and all orders must be placed by the deadline or your child will be unable to purchase hot lunch for the week/month. This is the caterer's rule and not that of MACS.

Milk will be available for purchase during the school day, for snack or lunch at \$.50 a carton. Milk must also be ordered in advance.

MACS serves ice cream each day for 3rd-8th and on Fridays only for K-2nd. This is an individual purchase by cash only. Please determine with your child which day they may purchase ice cream and send on money accordingly. Ice cream purchases are between \$.50- \$1.00 each.

ACCOUNT BALANCES/LATE and LOST MATERIALS

Student lunch accounts should always be paid in full for the month. If they are not paid prior, there will be no hot lunch option available.

Kindergarten Enrichment, Camps, Clubs, and any other activity that includes a fee must be paid in full by the designated due date. Any account balances past due by two weeks may lose the privilege of the service. Please speak to the School Director if there are any hardships or balances past due.

MACS expects that any students who have missing or lost materials such as textbooks or library books pay for replacement materials before leaving for the summer. This is especially important for our students who are moving on to another district. Any student who still have missing materials before the end of the school year will not be able to participate in end of year activities such as field trips nor receive final report cards until materials are found or funds are received to replace the missing materials.

HOLIDAYS

The Board supports the study and appreciation of the artistic and cultural aspects of holidays of a religious nature. When such events are planned, including choral and orchestral music, they are implemented in accordance with the following provisions:

- There will be no attempt to persuade, or involve students in a religious observance
- Teachers will emphasize the artistic and cultural aspect of the holiday and be sensitive to the feelings of students and parents who may not celebrate a particular holiday or holidays
- When the study of religious holidays is appropriate to the instructional program, teachers will emphasize respect, appreciation and understanding the beliefs of others as the primary instructional reason for the inclusion of these studies.
- No students or teachers will be required to participate in any such event if it is contrary to their convictions.

PARTIES

Teachers often elicit assistance in planning classroom celebrations from room parents. Our focus will continue to be on healthier foods along with some traditional favorites. It is up to the individual teacher's discretion, so please consult with them directly.

LOST AND FOUND

Children's outer clothing, footwear and lunch boxes should be clearly marked with first and last names. There is a designated Lost & Found area at the school. Misplaced articles are placed in Lost & Found and at the end of each trimester and prior to school vacation periods, unclaimed articles are donated to a local charity.

INSTRUCTIONAL MATERIALS

Textbooks and essential instructional materials are funded through the school budget and are loaned to students. Students are held responsible for the loss of textbooks and materials or for damages beyond normal wear. Parents are notified of the replacement price for lost or damaged books or materials and are asked to submit a check to the school for the requested amount.

USE/RENTAL OF SCHOOL BUILDING AND GROUNDS

The Director is directly responsible for the rental and use of facilities to out-of-school groups or organizations. Use of Facility Forms must be completed and approved prior to use. Forms are available in each school office. . Any group utilizing the building will be required to pay a rental fee as determined by the Board and for any maintenance and cleaning costs accrued and provide an insurance binder. A more complete outline of procedures, policies and fees relating to the use of the buildings and grounds is available in the school office .

DISCIPLINE

Each teacher is also responsible for maintaining classroom discipline and appropriate behavior by their students in other areas of the school. Most discipline problems are handled by the classroom teacher in concert with the parents.

Students are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration for the rights of others. The school will not tolerate rudeness or violence in any form. Should student action necessitate referral to the office, a Discipline Referral Form will be used to inform the Administration of the nature of the infraction. The Administration will provide appropriate action based on a review of the situation.

Administration is responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource to both teachers and parents in improving student behavior. In instances where the teacher and/or parent have been unable to effect a positive change, the Administration will become more directly involved in the disciplinary process.

For persistent disregard of the rules of the school, the Director may recommend action under the conditions of RSA 193:13 Suspension and Dismissal of Student(s).

BUS TRANSPORTATION

All questions concerning overall bus discipline, procedures and other transportation concerns should be brought to the attention of the Director. Parents should not board the buses to discuss situations with the driver as this presents a safety issue. The Director will assess the concern and determine appropriate actions to be taken. Actions may include discussions with students, teachers, bus drivers and/or the bus contractor.

A change or request for change in the location of a bus stop does NOT get reported to MACS. Please contact First Student at 153 Burke St., Nashua, NH 03060 or by calling 603-883-0251.

BUS SAFETY GUIDELINES

The school bus contractor and school administration support the maintenance of discipline on buses to ensure a safe and secure ride to and from school. Bus drivers generally issue a verbal warning to students for their first infraction. Students are issued a written report if subsequent infractions occur. These reports are given to the Administrative team who meets with each student or group of students. Students who violate the rules will lose their bus riding privileges if behavior issues continue.

Cooperation of parents is critical to appropriate behavior on the buses. **Parents are asked to discuss school and bus safety with their children and to review the school and bus rules of conduct.** Together as a team we can make positive changes in behavior for a smooth and safe bus ride each day.

STUDENT RULES OF CONDUCT WHILE ON THE BUS

There are a number of student expectations, which assure the safety of all while the school bus is in operation. The following is a list of rules from the Handbook for NH School Bus Drivers, NH Department of Safety. Parents should review these rules with their children and stress their importance.

1. Students shall follow directions of the driver, the first time they are given.
2. Students shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
3. Students shall wait in a safe place, clear of traffic and at least ten feet away from where the bus stops.
4. Students shall avoid horseplay.
5. Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
6. Students shall go directly to an available or assigned seat when entering the bus.
7. Students shall remain seated and keep aisles clear.
8. Students shall exhibit classroom conduct at all times.
9. Students shall refrain from throwing or passing objects on, from or into buses.
10. Students are permitted to carry only objects that can be held in his/her lap.
11. Students shall refrain from the use of profane language and obscene gestures on the bus.
12. Students are prohibited from using tobacco products, alcohol or drugs or any controlled substance on the bus.
13. Students shall refrain from eating or drinking on the bus.
14. Students shall not carry hazardous materials, nuisance items and animals on the bus.
15. Students shall respect the rights and safety of others.
16. Students shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
17. Students are prohibited from extending head, arms, or objects outside bus windows.
18. Students are prohibited from hitching rides via the rear bumper or other parts of the bus.

Any violation of these rules may cause students to lose their bus riding privileges, commensurate with RSA 189:9-A.

BUSES ARE CLOSED TO ALTERNATE RIDERS and Non- Nashua Residents

Due to bus capacity and issues of safety and accountability, students may not transfer to another bus **unless it is required for regular, scheduled childcare and the proper form has been completed and approved by First Student and the Nashua School District.** Buses cannot be used for transportation to meetings, to visit friends, etc.

Non- Nashua residence do not have bus privileges UNLESS the have an outside after-school provider that has contracted First Student to transport MACS students to their family. MACS needs documentation from the provider stating what bus they will be riding.

If an approved change of bus has occurred. The following conditions apply:

- A approved request form signed by parents and bus company must be on file in the office.

BICYCLES

Students are allowed to ride bicycles to school if the following procedures are observed:

- A note, written & signed by parents, giving student permission to ride a bicycle to/from school is sent to school to be kept on file in the school office
- All bicycles should be parked in designated area at the school.
- Bicycles are brought to school at a student's own risk. The school does not assume responsibility for bicycle damage
- Each student riding a bicycle to school should wear a helmet
- Bicycles should be ridden in single file and on the extreme right side of the road
- Bicycles are not to be ridden on the school grounds while school is in session or during the arrival and dismissal of school buses.

HOMEWORK EXPECTATIONS AND GUIDELINES

The purpose of homework is to help students become self-directing, independent learners and to provide practice with what has been taught in school. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences.. When homework is assigned, there will be timely and meaningful follow-up and feedback by the teacher. Regular homework assignments throughout the school year will consist of 20 minutes of reading 4-5 nights per week. Other assignments may be assigned at times dependant on individual student needs and classroom / MicroSociety activities.

STUDENT HOMEWORK RESPONSIBILITY

- Complete all assignments on a timely basis
- Listen carefully and follow directions provided by the teacher
- Study/Read in a well-lit, distraction-free area
- Study at a specific time daily
- Discuss homework assignments with parents
- Talk with your teacher if you have problems completing homework
- Be neat, organized, and keep track of school materials and assignments

PARENTAL IDEAS TO ASSIST WITH HOMEWORK

Make sure your child has:

- A quiet place to work with good light
- A regular time each day for doing homework - help your child select the time
- Basic supplies such as paper, pencils, pens, markers and a ruler.

- Contact your child’s teacher if your child is struggling with homework. Teachers need to know what students “are not getting” and not that they brought in their assignment 100% correct.
- Help your child organize their time. Every family is busy with after school/ extra-curricular activities, which are an important part of your child’s learning. MACS teachers understand that sometimes homework will be missed because of an important family event. In these instances, please let your child’s teacher know so they can help find ways to support your child at school and/or grant an extension, when applicable.

Other ways to help:

- Help your child empty his/her backpack each day
- Have your child put completed homework immediately into his/her backpack for return to school
- Make sure you are aware of the teacher's homework policy
- Estimate the time it will take to complete a task and check progress occasionally
- If necessary, set a timer for motivation to complete work in a timely fashion

Reading at home is very beneficial to improving reading and, in fact, in some studies have been found to be the number one factor in reading improvement. For beginning or reluctant readers making this a family reading time is especially worthwhile. Listening to a story, telling a story by looking at the illustrations, choral reading, predicting upcoming events, imagining how the sequel to the story might be written and discussing changes you or your child might have made in the story had you been its author, are just some ideas to share this time together.

GRADING SYSTEM

Our reporting system provides an opportunity to consistently communicate with families in a positive and constructive manner. The intent of this progress report is two-fold.

Our first goal is to report student performance. Your child’s grades on this report are based upon his/her understandings and application of knowledge and skills as taught through the MicroSociety’s curriculum, which reflects grade level expectations/standards from the State of New Hampshire which has adopted the Common Core State Standards (CCSS).

Our second goal is to provide feedback that is clear and helpful to ensure continued growth and success of each student within the CCSS. Report cards reflect standards taught each trimester and use the following rubric: E= Exceeds Grade Level Expectations, M= Meets Grade Level Expectations, A= Approaching Grade Level Expectations, NP= Not Progressing in Grade Level Expectations, and N/A = Not Applicable - standards not addressed in this trimester. Middle School (6th-8th) grading rubrics will reflect an A, B, C, and Not Progressing (D/F) rating with the standard.

Report cards are sent home 3 times a year (trimesters) and are sent home electronically via ALMA, our SIS (Student Information System). Middle school students will receive a progress report in the middle of each trimester if they are below a 73%. Anything above a 73% will NOT receive a progress report. Middle school progress reports will come home in backpack mail and require parent signature indicating receipt.

RUBRICS FOR ASSESSMENT OF STUDENT WORK

Rubrics are tools that help students assess their work and understand what is required to improve achievement. A rubric is usually a one or two page document that describes varying levels of quality, from excellent to poor, for a specific assignment. One purpose is to give students information about the criteria for an assignment. Another is to guide students and teachers in the assessment of assignments. Although the format of a rubric can vary, all rubrics have two features in common: a list of criteria in a project or assignment and gradations of quality with descriptions of student work. The gradations of quality allow students to understand and see their personal strengths and help students understand concrete ways to improve.

STUDENT REPORT CARDS

There are three reporting periods each school year. Report Cards are issued in December, March/April and on the final day of school in June. Should a student miss a major portion of the instruction due to prolonged absence, an "Incomplete" may be given. The report card shows how well a student has achieved the grade level learning goals/objectives that were expected during each trimester of the school year. These learning goals/objectives are taken from the grade level curricula/ competencies for New Hampshire or the CCSS. If you have questions regarding the report cards, please direct them to the classroom teacher. Parents who do not have physical custody of their child(ren) may obtain copies of report cards and conference appointments by sending self-addressed envelopes to the school counselor.

FIELD TRIP POLICY

It is the policy of MACS Board that a field trip is defined as an educational activity taking place under the auspices of the school and conducted off school premises, subject to the approval of the Director. All field trips are considered to be an integral part of the curriculum. No student will be denied the opportunity to participate in a field trip due to lack of funds.

Trips that do not meet field trip criteria are considered private trips and will not be sponsored or sanctioned by MACS. Private trips take place under agreement between student(s), parent(s)/guardian(s) and trip leader(s). Planning, actively soliciting, organizing, discussing, or financing of private trips is not permitted on school premises. Posters and other passive advertising may be placed on a designated bulletin board with the approval of Administration.

Field trip volunteers must go through the volunteer training and received a background check. Chaperons are not always included on the bus. It is dependent on space availability. Providing your own transportation to and from events might be required.

FIELD TRIP COSTS

Every attempt will be made to keep costs of field trips to a minimum. Provision will be made for students who might not be able to afford a particular field trip; no student will be denied the opportunity to participate because of lack of funding. Please do not hesitate to let the Director know that you would like to access scholarship funds for any specific field trip.

There is no cost reimbursement to volunteers/chaperones for transportation or admissions.

FIELD TRIP ITINERARY

A detailed itinerary of all field trips will be made available to parent(s)/guardian(s) and the school administration specifying when and where the group will be and how contact may be made with faculty sponsors. All students who go on a trip must return to the school with the group. There will be no exceptions without the Director's prior written approval.

FIELD TRIP LIABILITY

MACS Board, Director, faculty sponsors, and chaperones will be protected against liability for accidents through the school's insurance program.

FIELD TRIP SUPERVISION & CHAPERONE RESPONSIBILITIES

Adequate adult supervision will be provided for all trips. A faculty sponsor must be present on all off-campus trips. The ratio of adults to students will be at least one-to-twelve. Supervision will be provided both in transit and at the site at all times while students are on the trip. Students are not allowed to leave the trip site to go off alone.

Chaperones make field trips possible for our students and MACS is grateful to have many volunteers for each of our trips. However, chaperones must be responsible for the supervision of students assigned to them.

Some important guidelines to follow while chaperoning:

- Bus drivers are not chaperones. Their only responsibility is to get to the destination safely.
- Students are to follow the same rules as if they were in school. For example: no shouting, no hitting, no leaving trash, respectful behavior.
- Students needing extra supervision to control his/her attitude/behavior should always have an adult nearby.
- If riding the bus, chaperones should spread out so that all areas of the bus are within listening/visual range.
- Chaperones are to be aware and responsible for assigned students for the ENTIRE trip.
- When field trip is over, chaperones should help to close all bus windows and check the bus for trash.
- Refrain from the use of cell phones to fully focus on students that you are chaperoning.

PARENTAL RELEASE FOR EMERGENCY MEDICAL TREATMENT

Care is taken to ensure that all students and adults are in good health when a field trip begins. All students are required to have a signed parent release allowing staff to authorize medical care in the unlikely event of a medical emergency. The school district is not responsible for any medical expenses incurred by students, chaperones, or faculty sponsors.

FIELD TRIP BEHAVIORAL POLICIES

Prior to departure, all students and adults will be apprised of pertinent policies. School rules apply to student behavior during the duration of the trip. School rules include Handbook Policies and individual class rules. In addition, all state laws and rules of the places being visited (i.e. museums, camps, etc.) must be obeyed. Disciplinary matters while on trips will be handled in a manner consistent with the way such matters are handled at school. Each chaperone, together with the faculty sponsor, is responsible for enforcing the rules and will receive appropriate guidelines to safely chaperone students. Students who are not regularly following school rules may not be invited on a field trip due to the inability to make appropriate school choices and/or represent MACS in a positive and appropriate manner when off school grounds. This decision will be made in the best interest and safety of all staff and students involved. Parents will be notified in advance if their child is not invited on a field trip, including, but not limited to, warnings being issued prior to the final decision.

PHOTOGRAPH & VIDEO RELEASE INFORMATION

MACS has on occasion the need to use photographs and or videotape of various school activities and classes. The school district may produce video programming designed for instructional and informational purposes. Each year, families are asked to complete release forms stating preferences. Therefore, unless a written objection is received in the office, we will assume the right to use videotape and/or photographs in which students may appear or be heard. Please refer to our board policy on videotaping at <http://www.macsnh.org/board-policies.html>. Due to changes in RSA's - no parent is allowed to videotape a school activity or performance. MACS school officials will tape and post on the school website or social media, per the policy.

SCHOOL SAFETY/EMERGENCY DRILLS

We are committed to providing a safe and secure environment for your children. Events at schools across the country in recent years have created a climate of fear in many communities. We have taken steps to prevent such incidents. Building security limits access to the schools to the main entrances. All visitors, parents included, must sign in and out at the office and wear an identification badge. Also, emergency equipment has been put in place and MACS has worked to establish emergency procedures in our school building.

A number of procedures give students a better opportunity to learn in a violence-free environment. We practice several types of emergency drills during the school year to help all students and staff prepare for any type of situation. We practice evacuation drills, lockdown drills, shelter in place drills, reverse evacuation drills, drop and cover drills, and relocation drills.

POLICY REGARDING WEAPONS ON SCHOOL PROPERTY

Weapons are not permitted on school property, on school vehicles, or at school-sponsored activities. Student violations of this policy will result in both school disciplinary action and notification of the police. Suspension or expulsion from school could result.

The term "weapons" includes, but not limited to firearms (rifles, pistols, revolvers, pellet guns, BB guns, shotguns, paintball guns, etc.), knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, black jacks, daggers, dirk knives,

explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), self-defense weapons (as defined by RSA 159:20), or any other substance, object, or thing which, in the manner it is used, or threatened to be used, is known to be capable of producing death or bodily injury.

In addition, any student who is determined to have brought a firearm (as defined by 18 US 921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Board upon review of the specific case in accordance with other applicable law.

Weapons under control of law enforcement personnel are permitted.

Board of Trustees Policies

Not all policies are posted in the student handbook. It is imperative that all families familiarize themselves with all school policies per the Board of Trustees. Policies are frequently amended, updated and added. Policies can be found on the school website at:
<http://www.macsnh.org/board-policies.html>

Handbook Updated August 2019