
Policy Review

SAU #23
AUGUST 22, 2017

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SAU 23 Mission Statement

All students in our schools will receive high quality academic instruction in positive, safe schools that promote inquiry and appreciation for life long learning. Our graduates will have the knowledge and skills needed to participate fully and productively in a democratic, technologically advanced society.

2016-17 School Year Calendar



Tuesday, August 23

6:30pm Piermont & Warren SB Mtg at Piermont

Wednesday, August 24

7:00pm Benton SB Mtg

Monday, August 29

SAU Teacher In Service Day at HCMS 8AM

Tuesday, August 30

Teacher In-Service - all schools

Wednesday, August 31

First Day of School

Monday, September 5

NO SCHOOL ALL SCHOOLS - LABOR DAY

Wednesday, September 7

6:30pm SAU Board Meeting HCMS

Monday, September 12

6:00pm Haverhill SB Mtg - HCMS

Thursday, September 15

6:00pm Warren SB Mtg

Monday, September 19

5:30pm Bath SB Mtg

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District Policies

SAU 23 Policy Documents

SAU 23 is attempting to reduce its paper consumption by digitizing documents, where possible, instead of printing them.

[Board Policies](#)

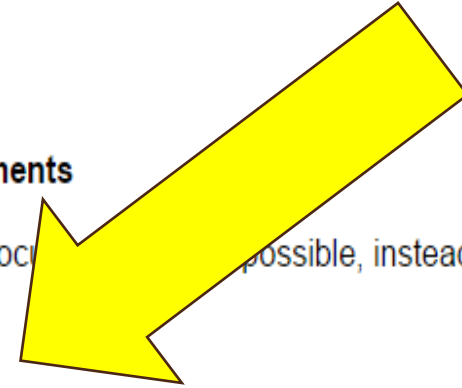
[Employee Rights Under the National Labor Relations Act](#)

These are the currently available digital policy documents

[SAU 23 Safety Program](#)

[SAU 23 Wellness Program](#)

[SAU 23 504 Forms](#)



Personnel Policies-All Districts.doc

- Section A- Foundation & Commitment
- Section B -Board Governance & Foundation
- Section C-General School Administration
- Section D-Fiscal Management
- Section E - Support Services
- Section F -Facilities Development
- Section G- Personnel
- Section H- Negotiations
- Section I -Instruction
- Section J -Students
- Section K- School Community Relations
- Section L- Educational Agency Relations

What sections are the most important to teachers?

- Section G- Personnel
- Section I -Instruction
- Section J -Students

Key Policies and Concepts



WHAT IS REQUIRED OF ME AND WHEN IS IT REQUIRED?

JLIA- Supervision of Students

- All students to be under assigned adult supervision at all times
 - ✓ In school
 - ✓ On school grounds
 - ✓ Traveling under school auspices
 - ✓ Engaging in school-sponsored activities.
- School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

JLIA- Supervision of Students

- No teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.
- During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.
- The school administration will ensure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

Shhhh...Confidentiality!

• GBE-R

- Violation of these rules cannot be ignored by the administration. In the event a staff member is found to have violated these rules, he/she will be subject to discipline including reprimand, suspension, discharge, and criminal prosecution where warranted. The following rules are not intended to be all inclusive.

#19- Staff members shall not disclose confidential information to unauthorized persons.

Shhhh...Confidentiality!

- GBEA- Staff Ethics

- An employee speaking or writing as a citizen should be free from institutional censorship or discipline, but his/her special position in the community carries special obligations. The employee must remember that the public may judge the profession and institution by his/her utterances. Hence the employee should, at all times, be accurate, exercise appropriate restraint, show a respect for the opinion of others, and make every effort to indicate that he/she is not a school spokesperson.

Shhhh...Confidentiality!

- GBEBA- Student Conduct and Boundaries

- Examples of unacceptable and prohibited conduct by staff members include but are not limited to the following:

7. Disclosing information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background;

Shhhh...Confidentiality!

- GBEBA- Student Conduct and Boundaries

- Cautioned Conduct

6. Communicating with students on non-school matters via computer, text message, phone calls, letters, notes or any other means without parental knowledge

Why?

- We work in a public setting, in school and out. Professionals must refrain from discussing students in public areas in and out of school.
- All information regarding students is considered confidential.
- Mentioning individual students in a public setting is a violation of their rights and is unprofessional.
- As a member of the school community, anything you say in public will be construed by listeners as "the truth" about all who are here. In short, we will all be "tainted by the same brush". Individuals who violate this will be disciplined accordingly up to and including dismissal.
- EDUCATIONAL NEED TO KNOW!

Example #1:

- While shopping at the grocery store, a teacher runs into a parent who wishes to discuss the discipline of a child at school who is not her child.
- The teacher proceeds to tell the parent that the child in question is a child with a Behavioral Disability and that child's IEP requires a different approach to discipline.
- She then proceeds to also tell the parent what discipline was given.

Example #1:

- Mistakes made: the statement made by the teacher concerning the child's disability and the discipline are both violations of confidentiality and FERPA

Example #2:

- A teacher throws away duplicate educational records that contained due process information on the placement of a special education student. The paper was thrown away next to the office copier.
- An ecologically minded teacher later comes in to the office and takes the paper out of the trash. The teacher later stated that she believed we should not waste paper and picked up the paper so the back side might be by used by students in her class for an art project.
- The papers then arrive at various homes in the form of student art work.

Example #2:

- Mistakes made: The first teacher should have shredded the unneeded copies. No matter how well intended, the second teacher should not have used trashed paper for her student's projects. There was obviously a reason these papers were trashed.

Example #3:

- An itinerant instructor travels from school to school. After leaving Elm elementary school the teacher travels to Central elementary.
- A Central teacher has a biological child who attends Elm elementary. Because of recent discipline issues with some of the special education students, the teacher at Central begins to ask the itinerant instructor about the behavior of some of the children at Elm elementary.
- The itinerant begins to share some of the concerns and specifics about the IEPs of those children who were involved in a recent behavioral incident.

Example #3:

- Mistakes made: Being a teacher in the same systems gives no official legitimate right for confidential information to be shared. The teacher at Central elementary by asking for that information and the itinerant teacher by sharing confidential information were both in violation of confidentiality and FERPA.

Example #4:

- A school administrator maintains confidential student data on a laptop computer.
- During a hosted cheerleading competition the computer used by the judge's breaks and the school administrator loans their office laptop computer to the judges for the day.
- The loaned computer is not password protected and the confidential student data is not secure allowing the judges to view discipline records on various students in the building.

Example #4:

- Mistakes made: Electronic data is afforded the same protection of the law and school personnel are required to safe guard this data with password, encryption, or other protective methods.

Policy IKEA

- Haverhill- six pages.....
- Bath, Piermont, Warren, SAU- 1 page
- Basically-
 - Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area.

Questions?
