LISBON REGIONAL SCHOOL

2026 – 2027

STUDENT HANDBOOK

Table of Contents

MISSION STATEMENT

Page 4 Lisbon Regional School Mission Statement
4 Lisbon Regional School Vision
4 Lisbon Regional School Philosophy
4 Lisbon Regional School Exit Outcomes

SCHOOL INFORMATION

Page 5 Important Dates
5 School Song
6 Bell Schedule
7 Student Attendance
9 Charging of School Lunch Procedures
9 Student Transportation
11 Student Automobile Use
11 Evacuation/Emergency Procedures
11 Visitors to the School
12 Volunteers
13 PL 94-142
13 Parental Involvement in Education
13 Parent's Right to Know
14 Family Educational Rights and Privacy Act (FERPA)
14 Issues Surrounding Child Custody
14 Asbestos Statement

ASSESSMENT

Page 15 Homework Policy
16 Assessment Procedures in grades PK-5
17 Competency-Based Assessment Procedures 6-12
18 Academic Requirements
18 Awarding of Credit
19 Portfolio Requirements
21 N List
21 Lisbon Regional Competency Scale
23 Competency Assessment Descriptor Rubric
23 Honor Roll
24 Habits of Learning
25 Procedure for Retention of Students
26 Academic Dishonesty Policy (Middle and High School)

STUDENT BEHAVIOR EXPECTATIONS

Page 29 Student Rights and Responsibilities
29 Student Behavioral Responsibilities-Lisbon School Discipline Levels/Interventions
32 Detention
33 Social Probation
33 In School Suspension
33 Out of School Suspension
33 Student Dress Code
34 Drug and Alcohol Use by Students
35 Tobacco Products Ban: Use and Possession In and On School Facilities and Grounds
36 Care of School Property by Students
36 Food and Drink
37 Lockers
37 Guidelines for Placing Posters and Flyers on School Grounds
37 Youth Employment Certificates (Working Permits)

SCHOOL RESOURCES/HEALTH SERVICES

Page 38	School Counseling
38	Nurse
38	Medication
38	Physical Examinations
39	Emergency Treatment
39	Head Lice
40	Insurance
40	Reporting Child Abuse
40	USDA Nondiscrimination Statement
41	Suicide Prevention

ATHLETICS & CO-CURRICULAR ACTIVITIES

Page 41	Student Activities and Organizations
42	Co- and Extracurricular Activities
44	Athletic Eligibility
46	School Activity Participation Guidelines for Homeschooled Students

TECHNOLOGY

Page 48	Telephone
48	Unauthorized Communication and Electronic Devices
49	Computer Network and Internet Acceptable Use Policy
50	Agreement and Application for Lisbon Regional School District Internet Access
51	Lisbon Regional School Student Laptop Contract (High School)

Page 52	Appendix A-Lisbon Regional School Board Policies
55	Appendix B-Vocational Contract/ CTE Center Agreement Form
56	Staff List

Lisbon Regional School Mission Statement

Lisbon Regional School will create a learning environment that encourages high expectations through rigorous instruction that addresses the individual needs and learning styles of our students. Our school will support our student's social and emotional needs by promoting an environment of respect and understanding. We believe community involvement and partnership is essential to our student's success.

Lisbon Regional School Vision Statement

The vision of Lisbon Regional School is to empower students to become productive members of the local and global community.
Developed: December 15, 2022

Lisbon Regional School Philosophy

Our philosophy is concerned with the fact that our children are our most important asset. As such, their abilities, attitudes and loyalties are our responsibility.

The school must be prepared to educate a variety of individuals to the maximum benefit of themselves, their community, state, and nation.

We believe the primary purpose of Lisbon Regional School is to provide an environment for developing well-adjusted individuals. We feel that educational philosophy must center around and focus on the individual, their learning process, and their relationship and interaction with other students and teachers.

We believe it is our duty to accept each student as a person. Feelings and ideas deserve consideration. We must allow and encourage students to work at their own rate to develop their own unique learning styles. Emphasis should be placed on learning rather than teaching.

We must strive to provide a flexible and divergent program, so each student can succeed in their work. We should make the learning process relate to the students' experiences so it is relevant to them. Students should be encouraged to develop a sense of responsibility.

The teachers should act as leaders, parents, and guides in a most professional manner. The primary goal of the teacher and school is the student's growth as a knowledgeable citizen.
Adopted: May 8, 2002

Lisbon Regional School Exit Outcomes

A graduate of Lisbon:
Has a broad base of essential knowledge;
Is committed to lifelong learning;
Has an internal model of quality work;
Has a collaborative work ethic;
Possesses a healthy sense of mind and body;
Communicates effectively;
Makes wise, informed decisions;
Understands and appreciates diversity;
Participates as a responsible citizen; and
Possesses competencies and skills to master various bodies of knowledge to reason at complex levels and be an effective problem solver.

Important Dates 2026-2027

August 25 - Open House 5-6pm
August 26 - First Day of School
September 07 - Labor Day (no school)
September 8th - Picture Day
October 12 - Columbus Day (no school)
October 14 - PSAT Suite of Assessments, Grades 9-11
October 26 - Photo Retake
October 30- Quarter 1 ends
November 11 - Veterans Day (observed)
November 20 - K-2 Trimester 1 ends
November 25 - Early Release
November 26 - 27 - Thanksgiving Break
December 9 - Prek-5 Winter Concert
December 16 - Grade MS/HS Winter Concert
December 23 Early Release
December 24 - January 1 - Holiday Break (no school)
January 15 - Early Release & Quarter 2/Semester 1 ends
January 18 - Civil Rights Day (no school)
February 22 - 26 Winter Break (no school)
March 5 - K-2 Trimester 2 ends
March 9 - Early Release (Town Voting)
March 26 - Quarter 3 ends
April 26-April 30 Spring Break (no school)
May 5 - Elementary Spring Concert/Art Show
May 12- MS/HS Spring Concert/Art Show
May 31 - Memorial Day (no school)
June- MS Awards (TBD)
June - HS Awards (TBD)
June 4 - ElementaryMS/HS Field Day & Early Release Last Day of School (12:00 pm)
June 6- Graduation Class of 2027 11am

***TBD-To Be Determined**

School Song

Lisbon High, Lisbon High, Alma Mater dear
Memories or our high school days will linger here
On the course, on the fields in our sacred halls, Loyalty to the black and orange always calls.

Lisbon Regional School Bell Schedules

Regular Bell Schedule

HIGH SCHOOL SCHEDULE:

Block 1	7:45 – 9:10
Flex	9:15-9:35
Block 2	9:40 – 11:05
Block 3	11:10 – 12:35
Lunch	12:40 – 1:00
Block 4	1:05 – 2:30

ELEMENTARY SCHEDULE:

School Begins	7:45
Recess 3-5	11:35 – 12:00
Lunch 3-5	12:05 – 12:30
Lunch PK-2	11:35 – 12:00
Recess K-2	12:05 – 12:30

MIDDLE SCHOOL SCHEDULE:

Period 1	7:45 - 8:25
Period 2	8:25 - 9:10
Period 3	9:15 - 10:10
Period 4	10:15 - 11:05
Lunch	11:05 - 11:30
Flex	11:35 - 12:05
Period 5	12:10-1:00
Period 6	1:05-1:55
Guided Study	2:00-2:30

Delayed Opening Schedule

HIGH SCHOOL SCHEDULE (NO FLEX)

Block 1	9:45 – 10:45
Block 2	10:50 – 11:50
Block 3	11:55 – 12:55
Lunch	1:00 – 1:25
Block 4	1:30 – 2:30

ELEMENTARY SCHEDULE:

School Begins	9:45
Lunch PK-2	11:50 – 12:15
Recess K-2	12:20 – 12:45
Recess 3-5	11:50 – 12:15
Lunch 3-5	12:20 – 12:45

MIDDLE SCHOOL SCHEDULE:

Period 1	9:45 - 10:15
Period 2	10:15 - 10:45
Period 3	10:50 - 11:20
Lunch	11:25 - 11:45
Period 4	11:50 - 12:20
Flex Block	12:25 - 12:55
Period 5	1:00 – 1:30
Period 6	1:35 – 2:05
Guided Study	2:10 - 2:30

Noon Release Schedule

HIGH SCHOOL SCHEDULE (NO FLEX)

Block 1	7:45 – 8:40
Block 2	8:45 – 9:40
Block 3	9:45 – 10:40
Block 4	10:45 – 11:40
Lunch	11:40 – 12:00
Dismissal	12:00

ELEMENTARY SCHEDULE

Lunch PK–2	10:50 – 11:15
Lunch 3-5	11:15 – 11:40

MIDDLE SCHOOL SCHEDULE

Period 1	7:45 – 8:10
Period 2	8:15 – 8:40
Period 3	8:45 – 9:15
Period 4	9:15 – 9:45
Flex Block	9:50 - 10:20
Period 5	10:25 – 10:55
Period 6	10:55 - 11:25
Guided Study	11:30 - 11:40
Lunch	11:40 – 12:00
Dismissal	12:00

Student Attendance

I. Introduction:

To ensure that our students receive the maximum benefit from their years at Lisbon Regional School, they must be in attendance as much as possible. It is to this end that this Attendance Policy is designated. Classroom activities such as discussion, group work, and visual presentations cannot be duplicated by makeup work and, therefore, are lost to the student.

Parents should call the school office between 7 and 8 AM to explain that their child is ill and will not attend school. There will be voicemail (838-6672 or 838-5506) to record calls before 7:00 AM. Chronic absenteeism will be monitored by the administration and dealt with appropriately. *Notification must be given by the parent or guardian by 9:15 am each day, and if notification is given later than 9:15 am the day of the absence, the absence will be considered unexcused.*

II. Attendance Policy:

a) School attendance is mandatory in New Hampshire under State Statute RSA 193.8. Students with excessive absences may have difficulty completing competencies and could be in danger of not being promoted to the next grade. The State of New Hampshire defines truancy as ten half days of absences.

b) Absences will be classified in three categories:

Excused Absences (Ex) – Any absence that has been excused by administration will not be counted as truant. The following would be considered excused absences:

1. Medical appointment or illness, with a doctor's note. **Note must be provided within one week of an absence.** No backdated doctors/medical notes will be accepted.
2. Bereavement.
3. Dismissal by a school official (nurse, administration) for non-disciplinary reasons.
4. Compulsory legal obligations
5. Religious obligations
6. Suspension from school
7. Prior approval from the administration.

Absence for Work Only (Aw) – Any absence that does not meet the criteria of an excused absence, but the school is notified of the absence with the reason given by a parent of the student. Absences for work only will be counted as truant.

Unexcused Absence (Au) – Any absence of which the school is not notified by a parent of the student. Unexcused absences will be counted as truant.

c) Students with excused absences (Ex) or absences for work only (Aw) will have two days per absence to complete missing work assigned when they are out, with a cap of ten

school days. Work that was assigned prior to the absence is due on its original date, or upon return to school. Students with unexcused absences must turn work in as assigned.

d) Students with three unexcused tardies will be assigned an unexcused absence. Tardies that fall into the "excused absences" categories listed above will be excused.
e) New students entering throughout the year will be prorated for each class in attendance. They will be held accountable to the same rules as all other students.
f) Students traveling for vacation, with prior notification given to administration, will be excused for a maximum of five days per year. All work assigned by the teacher must be collected prior to the student leaving and must be turned in upon return.
g) On the tenth non-excused (Aw or Au) absence of the school year, a letter will be sent to parents notifying them that their student is truant. From that point forward, every fifth non-excused absence will be reported to the State of New Hampshire.

III. <u>Responsibilities:</u>

a. Students: It is the student's responsibility to be in school whenever possible and to make up any work missed due to an absence or to arrange for work ahead of time if it is a planned absence.
b. Parents: Parents must ensure that their children are in school whenever possible. They must also be aware that removing their children from school, for whatever reason, places their children at risk of academic failure. Parents are also requested to call the school if their child is to be absent that day (838-5506/838-6672). *Notification must be given by the parent or guardian by 9:15 am each day, and if notification is given later than 9:15 am the day of the absence, it will be considered unexcused.*
c. Teachers: Teachers must keep accurate records of their student's attendance, as defined in this policy.

IV. <u>Other:</u>

a. Tardiness/Early Dismissal: The rules of this policy apply to tardiness and student dismissals.
b. Extracurricular Activities: Any activity that removes a student from the classroom (i.e., field trips, sports, meetings, etc.), must meet with the teacher's approval for grades seven through twelve. If two or more teachers withhold approval (one teacher in the elementary), the student will not be allowed to participate.
c. Long-Term Absences: Long-term absences, such as those caused by illness or injury, will be handled outside of this policy and reviewed by the Administration.

Adopted: 2014; updated 8/9/24
Lisbon Regional School Policy JE

Charging of School Lunch Procedures

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

Lisbon Regional School Food Service operates as a debit system, with accounts for each child. Monthly, weekly, or daily payments are encouraged for meals, milk, and/or snacks. Parents/Guardians are expected to be responsible for not letting the account become past due. Low balance notices will be given to students.

If a student falls below zero, the office will call the household and a written notice will be sent home. The account must be paid in full within 3 days. If any account reaches $5 past due, the office will personally call the household again. Parents/Guardians will be expected to provide payment at that time. All monies received will be applied to past due balances first.

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

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

Student Transportation

The School Board and staff members <u>are very concerned about safety as we transport pupils.</u> Cooperation from both parents and students is requested as we attempt to keep the buses safe for all concerned. Transportation is provided for children who live two miles or more from the school building. Students using district transportation should understand that they are under the jurisdiction of the school from the time they board the bus until they are deposited at school or are deposited at the stop nearest their home.

Pupils transported in a school bus shall be under the authority of the School District and under control of the bus driver, a legal representative of the School Board. The safety of pupils riding school buses cannot be left to chance, and it is imperative that good order and discipline be maintained in each bus. All buses are now equipped with video cameras. **To ensure the safety of all students your child may be on videotape while being transported on the bus.** Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied the privilege of transportation in accordance with the regulations of the School Board.

The driver of the bus shall be held responsible for the orderly conduct of the pupils transported. Each driver has the support of the School Board in maintaining good conduct of the bus. IF A STUDENT IS TO LOSE THE PRIVILEGE OF RIDING ON THE BUS, ADVANCE WARNING WILL BE GIVEN EXCEPT FOR EXTREME MISCONDUCT.

<u>Student Rules and Conduct on a School Bus</u>

1. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
2. Pupil shall wait in a safe place, clear of traffic until the bus stops, the door is open, red flashing lights are on, and the driver has directed him/her to proceed.

3. Pupil shall wait in an orderly line and avoid horseplay.
4. Pupil 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 (10 foot minimum crossing distance).
5. Pupil shall go directly to an available or assigned seat when entering the bus, and move in toward the window. At that time, they must fasten their seatbelt if they are required to wear them.
6. Pupil shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Everyone shall observe classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and decisions and requests must be followed.
8. Pupil is permitted to carry only objects that can be held on lap.
9. Pupil shall refrain from throwing or passing objects inside the bus or out of the bus.
10. Pupil shall refrain from eating and drinking on the bus.
11. Pupil shall respect the rights and safety of others.
12. Pupil shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from the principal.)
13. Pupil is prohibited from extending head, arms, or objects out of the bus windows. Students will not be allowed to lower windows without permission of the driver.
14. Only authorized riders will be permitted on the bus.
15. When necessary, students will be expected to sit three passengers to a seat.
16. Pupil is prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
17. Pupil shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
18. Pupil shall not carry hazardous material, nuisance items and animals onto the bus.
19. Pupil is prohibited from hitching rides via bumper or other parts of the bus.
20. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.

When violations occur, the following procedure will be used:

FIRST OFFENSE will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Office.

SUBSEQUENT OFFENSES may warrant a five (5) day bus suspension. All suspensions represent school days, not calendar days. There may be circumstances that could result in immediate suspension from the bus – such disciplinary action to be at the discretion of the appropriate school administrator or the bus driver.

Violations for the following may result in IMMEDIATE 10 day bus suspension without prior warning:

1. Fighting
2. Use of controlled substances
3. Use of tobacco
4. Throwing objects inside or out of the bus
5. Disrespect towards the bus driver, in words or actions

6. Vandalism

If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil's right. Until the appeal is heard, or if the suspension of pupil's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

Adopted: September 11, 2002
Lisbon Regional School Policy EEA

Student Automobile Use

Improper use of a motor vehicle on school grounds can have the following consequences: First offense: Warning, Second offense: detention/parent contact, Third offense: suspension of parking privileges. Driving a motor vehicle from school grounds during the school day without written authorization will be considered improper use of a motor vehicle and will be considered grounds for suspension.

Parking at the school is a privilege granted by the school and the privilege will be withdrawn if it is abused. Students are to park along the bank closest to Ash Hill. Failure to adhere to the designated parking area may result in loss of parking privileges. Inappropriate conduct while driving (spinning tires, etc.) may also result in loss of parking privileges.

Adopted: September 11, 2002 Lisbon Regional School Policy JLIE

Evacuation/Emergency Procedures

The administration of the school feels that it is imperative that every student is prepared for an emergency if one arises at the school. With this in mind, the school will have fire, off-site evacuation, reverse evacuation, and intruder drills periodically throughout the year. These drills are meant to familiarize the students with the evacuation process so that, in case of an emergency, they will know exactly what to do in a calm and orderly fashion.

Visitors to the School

No person shall visit the school without first reporting to the main office as to the purpose and place of the visit. Students being dismissed will meet parents at the main entrance of the school. All persons, **other than staff and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors** and **must report and sign in at the school office and receive a visitor pass**. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school Principal or Secretary that they are in the building. Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the Principal or by direct contact with the teacher. In regards to non-students attending school functions (dances), students must ask for administrative permission to allow non-students to participate prior to the event.

Adopted: September 11, 2002 Amended: August 11, 2004 Lisbon Regional School Policy KI

Volunteers

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, a staff member shall clearly explain the volunteer's responsibility.

The Principal shall be responsible for developing and implementing procedures for the utilization of volunteers.

Volunteers shall:

a. Volunteers who serve on an on-going basis, who have regular contact with students, or who have duties involving one-to-one contact with students, shall be screened through the District's regular background checking process and the Criminal History Records Check Law procedure. *(See policy GBCD)*
b. Serve in the capacity of helpers and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.
c. Refrain from discussing the performance or actions of a student except with the student's teacher, counselor, or Administration.
d. Refer any student problem which arises, whether of an instructional, medical or operational nature, to a regular staff member.
e. Receive orientation, including:
    1. General job responsibilities and limitations.
    2. Information about school facilities, and procedures, including safety and evacuation.
    3. Work schedule and place of work.
    4. Expected relationships to regular staff.
f. Have assignments and activities carefully defined. Examples of duties may include:
    1. Bulletin Boards;
    2. Materials for art, science, math classes;
    3. Clerical duties including making copies or stencils, inventories, putting booklets together, newsletters and related activities, student lunchroom counts;
    4. Clean-up activities;
    5. Library and audio visual duties;
    6. Assistance with physical education exercises;
    7. Instructional activities appropriate to the volunteer's training and classroom needs, such as monitoring math assignments, listening to oral reading, and others.
    8. School activities supervision and playground supervision with at least one staff member.
g. Be terminated when:
    1. Program and/or duties are no longer needed;
    2. They are replaced by paid staff; or
    3. In the sole judgment of the administration, their conduct does not meet the standards of the District.

Volunteer coaches and assistant coaches of all sports must be in compliance with the standards set by NHIAA. * Volunteers should only function under direct supervision of a school employee.

Legal Reference: *RSA 189:13-a, School Employee Volunteer Background Investigations*
Revised: 08-08-07 Adopted: 4/14/04

PL 94-142

Public Law 94-142 provides for the free and appropriate public education of all students with educational disabilities from ages 3 to 21 and the identification of all children with educational disabilities from birth to age 21. Children in private schools, public schools or currently not enrolled in school are equally eligible for these services.

It is our intent to identify, evaluate, and successfully educate all eligible children with disabilities in our districts. We encourage parents, neighbors, and agencies to refer to us any child whom they feel may have an educational disability. They may contact their local building principal or the S.A.U. #35 Director of Special Education to initiate the process.

Parental Involvement in Education

The District recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the school district to educate all students effectively, the school and the parents work as knowledgeable partners.

The Board will support the development, implementation, and regular evaluation of a parent involvement program that will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
2. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
3. Involvement of parents, with appropriate training in instructional and support roles at school.
4. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated school-wide effort.

Adopted: 10/10/01

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

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

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

- Whether the child is provided services by professionals, and if so, their qualifications.

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

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

Family Educational Rights and Privacy Act (FERPA)

This policy gives parents and eligible students the following rights:

- The right to inspect and review the educational records of their child. These records include course grades, grade point averages, standardized test scores, attendance records, intelligence tests, psychological tests, aptitude tests, counseling records, career assessments, health and family history records, and individualized education plans.
- The right to challenge the content of educational records. A hearing may be requested if the parent feels that the information is inaccurate or misleading.
- The right to consent to the disclosure of their educational records. There are exceptions that apply such as disclosure to other school officials with legitimate interests, directory information, when a court order or subpoena is presented, and other authorized officials.

"An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights." (FERPA, 20 U.S.C. 1232g, Section 99.4).

Issues Surrounding Child Custody

We, at Lisbon Regional School, feel that parental involvement is an essential element in a child's academic success. Therefore, it is important that families realize that even when there is divorce, separation, or other issues that require one parent to have physical custody of their child, the non-custodial parent may still be involved in their child's education.

- Parents, both custodial and non-custodial, have the rights to view their child's school records, according to the FERPA guidelines, receive school progress reports, the school calendar, school newsletters, visit the school for school related functions, participate in parent/teacher conferences, and receive notifications related to Special Education.
- We strongly encourage parents to provide the school with all legal paperwork necessary regarding custody and legal issues involving the school.
- Unless a specific court order or other legal document is on file, all natural parents have access to their child's educational records under the FERPA.
- Non-custodial parents may request a copy of their child's records, in writing, with proof that they are entitled to this information. The custodial parent will be notified of the request.
- Legal custody is required for any educational decisions that may need to be made for the child.

Asbestos Statement

All schools in SAU #35 have been and will be inspected every three years for the presence of asbestos-containing materials. The condition of these materials will be reviewed every six months until they have been removed from the building. A plan has been developed for managing these materials while they remain in place. All reports and the asbestos areas are listed in the plan. This plan is on file at each school and can be reviewed during normal business hours.

ASSESSMENT

Homework Policy Grades K-12

Homework is designed to increase pupil achievement, enhance basic skills, and build self-confidence. It also serves as a vital means of supplementing, reinforcing, and enriching the formal instructional program. Teachers should assign homework tailored to the specific interests and capabilities of each student. Although some homework assignments should emphasize practice skills and drill memorization through repetition of class work, most homework should foster independence and creativity in students and promote responsibility and positive work habits.

The following represent key indicators which parents and teachers can use to structure homework assignments for better student achievement and stronger motivation.

1. Homework should serve a valid purpose with a measurable outcome to prepare for new units of study; to provide the practice of a principle or skill already taught; to provide and encourage real-life applications; to develop an appreciation for or knowledge of community resources; to develop the personal culture of a student and to meet that student's needs, interest, or achievement level in school.
2. Homework assignments should be clear and specific.
3. Homework assignments should be designed to promote:
    a. growth in responsibility
    b. positive attitudes and interest in a subject
    c. feelings of accomplishment
    d. increasing levels of independence
    e. creativity or problem solving skills
    f. skills in budgeting use of time
    g. development of good work habits

Homework activities should be reviewed or evaluated as an integral part of classroom learning. It is extremely important that each of us who are involved in the education of our children as future citizens recognizes the value of homework and supports its use in our classrooms. Research has shown that schools with clear homework policies that foster mutual understanding between teachers and parents offer a more effective and open learning environment for their young people.

Adopted: September 11, 2002
Lisbon Regional School Policy IKB

Assessment Procedures in Grades PK-5

For students in (pre-school)/kindergarten through grade 5 the school year is divided into trimesters. Report cards are issued three times a year. The following is the progress key:

District Learning Scale Grades K-5

		Performance Descriptor	
Level	**Student Voice**	**Grades K-2**	**Grades 3-5**
Extending	"I get it and go beyond what is expected of me."	The student independently, fluently, and consistently demonstrates the ability to accurately and completely **recall**, **reproduce**, and **apply** foundational and essential content, knowledge, and skills	The student independently, fluently, and consistently demonstrates the ability to ***analyze***, ***make connections***, and ***apply*** foundational and essential content, knowledge, and skills from prior learning in a **new** task.
Applying	"I get it and I can do it on my own."	With teacher prompting the student demonstrates the ability to accurately and completely **recall**, **reproduce**, and **apply** foundational and essential content, knowledge, and skills.	The student demonstrates the ability to ***understand*** and ***apply*** *foundational* and essential content, knowledge and skills in a **new** task.
Developing	"I am getting there and I am developing the skills to do more on my own."	With guided support the student demonstrates some ability to **recall**, **reproduce**, and **apply** foundational content, knowledge, and skills.	The student is developing the ability to ***understand*** and ***apply*** foundational and essential content, knowledge and skills in a familiar task with minimal support.
Beginning	"I'm just getting started and I learn best with help."	With ongoing and guided support, the student demonstrates some ability to **recall** and **apply** foundational content, knowledge, and skills.	The student is beginning to show the ability to ***understand*** and ***apply*** foundational content, knowledge, and skills with familiar tasks and with guided support.
Insufficient Evidence Shown	**(End of year determination based on no-evidence of learning)**	The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).	The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).

Competency-Based Assessment Procedures in Grades 6-12

Successful Completion of Subject/Credit Determination:
Successful determination of credit for a topic, unit, or course will be determined by a student's demonstration of proficiency in 100% of the class competencies, as outlined for each curricular area/course. The final score for the course will be based on a combination of 70% summative assessments' average (the mean) and 30% formative assessments' average (the mean). The teacher will make the final determination of how each assessment is individually scored and weighted. The teacher will make the final determination of successful completion of a course competency based on the scale listed below.

PD - Proficient with Distinction
P - Proficient
BP - Basically Proficient
I - Incomplete
N - No Evidence/Progress

Formative Assessments: Formative Assessments (assessment **FOR** learning) will be assessed using the Lisbon Regional competency scale as defined below. Formative Assessments are opportunities for students to practice new knowledge or skills being taught. These activities provide feedback to both the teacher and student regarding where additional work and/or instruction may be needed. The student may be required to redo any formative activity not completed at a successful level. Formative assessments take a variety of forms, including, but not limited to, skill checks, rough drafts, worksheets, informal observations, pre-tests, class work, homework, quizzes, verbal responses, or written answers. Formative Assessments will count for 30% of a student's overall grade.

The use of formative assessments is important so that the student gains the knowledge and skills necessary to be successful in the mastery of the class competencies. If a student refuses to or is unable to complete the necessary class work or homework, he/she may be required to attend a work session with the teacher or attend homework club until the work is done successfully. Other arrangements may be made in grades 3-6 for completion of any formative assessments not done at an acceptable level. No formative work will be accepted for credit after a summative assessment is administered. The maximum score a student may attain on a formative redo is 2.5.

Summative Assessments:
Summative Assessments (assessments **OF** learning) will be assessed using the Lisbon Regional competency scale as defined below. Summative assessments certify what the student knows and is able to do after instruction has taken place. Summative assessments take a variety of forms, including, but not limited to, exams, extended learning opportunities, finished writing projects (term papers, essays, stories, etc.), tests, projects, presentations, performance-based assessments completed in or outside the classroom setting, or specific forms of quizzes. Summative assessments will count for 70% of a student's grade.

****The final determination of what constitutes a formative versus a summative assessment rests with the teacher.**

Academic Requirements *(updated 8/9/23)*

To qualify for a Lisbon Regional High School diploma, each graduate shall successfully complete at least twenty-seven and one-half credits selected from the school's program of studies and complete all performance-based requirements. Required credits are as follows for all students:

Arts Education	½ Credit
English/Language Arts	4 Credits
Mathematics	4 Credits
(including 1 credit of Integrated Mathematics 1, 2, and 3 or equivalents in the case of a student transferring into Lisbon Regional School)	
Sciences	3 Credits
(including 1 credit of Physical and 1 credit of Biological science)	
Social Studies	3½ Credits
(including 1 credit of World History, 1 credit of US and NH history, 1 credit of US Government, ½ Credit of Basic Business/Economics)	
Physical Education	1 Credit
Health Education	½ Credit
Occupational Preparation (Career Planning)	½ Credit
Foreign Language	1 Credit
Speech	1 Credit
Portfolio Presentations	1 Credit
Open Electives	7.5 Credits
Grand Total	**27.5 Credits**

To pass from one grade to the next, a student must earn the following credits and complete all grade-level portfolio requirements:

6-½ Credits and completion of portfolio review to enter 10th Grade
13 Credits and completion of portfolio review to enter 11th Grade
19-½ Credits and completion of portfolio review to enter 12th Grade

Awarding of Credit

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the building principal, and will be in accordance with **Policy ILBAA**, Competency Assessments Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

Alternative Credit Options

In some cases, credit may be earned through alternative methods outside of regular classroom-based instructions offered by the district schools. Awarding of credits to be applied towards high school graduation will be determined by the high school principal and will be granted according to the provisions of **Policy IMBC**, Alternative Credit Options.

Legal Reference

NH Code of Administrative Rules, Section Ed. JQ&Q4a14 Policy Development NH Code of Administrative Rules, Section Ed. 306.14(1) Basic Instructional Standards
NH Code of Administrative Rules, Section Ed. 306.27(d. mL Required Subjects and Unit of Credit for High School. *Revised June 11, 2008 Adopted: June 14, 2006*

Portfolio Requirements

All students are required to complete a portfolio demonstrating the requirements to graduate. Each high school student will be required to present their portfolio progress each school year to be promoted to the next grade level.

9th Grade

Community Service (at least 3 hours)	
Academic Personal Best	
Portfolio Homepage (photos and future aspirations)	
Complete two of the following: team sport, school group, school organization, collaborative group work, or other agreed-upon activity	
Cover Letter and Resume	
Learner Profile	
Lifelong Fitness and Health Plan (Done in Health Class)	
Guiding Questions (Exit Outcomes 1-3)	
Portfolio Presentation	

10th Grade

Community Service (at least 3 hours)	
Academic Personal Best	
Portfolio Homepage (photos and future aspirations)	
Complete two of the following: team sport, school group, school organization, collaborative group work, or other agreed-upon activity	
Update Cover Letter and Resume	
Review / Update Learner Profile	
Guiding Questions (Exit Outcomes 4-6, review/update 1-3)	
Portfolio Presentation	

11th Grade

Community Service (at least 3 hours)	
Academic Personal Best	
Portfolio Homepage (photos and future aspirations)	
Complete two of the following: team sport, school group, school organization, collaborative group work, CTE or internship, or other agreed-upon activity	
Update Cover Letter and Resume	
Review / Update Learner Profile	
Post-Graduate Plan	
Guiding Questions (Exit Outcomes 7-9 and review/update 1-6)	
Portfolio Presentation	

12th Grade

Community Service (at least 3 hours)	
Academic Personal Best	
Portfolio Homepage (photos and future aspirations)	
Complete two of the following: team sport, school group, school organization, collaborative group work, CTE or internship, or other agreed-upon activity	
Update Cover Letter and Resume	
Post-Graduation Plan	
Guiding Question (Exit Outcome 10 and review/update 1-9)	
Senior Exit Interview	

Cumulative

Participation in a cultural event or travel	
Auditing of/Participation in a Government Meeting	
NH Civics Exam	
Required Coursework (27.5 Credits)	

N List

Student progress will be monitored weekly, and any student receiving an "N" for No Attempt/No Progress on a summative assignment will be subject to the following process:

1. Grade checks will be completed on the **first day** of each school week.

2. If a student is placed on the N list, the **administration will notify the student and parent/guardian via school email the Friday before their academic probation week begins**. Students will be placed on **academic probation for one week**. During this time, students are allowed to continue participating in school activities, but are expected to complete the necessary work to be removed from the N list.

   Students who have unexcused absences, including vacations, are still responsible for completing summative assignments by their deadlines. Failure to do this will result in students being placed on the N List.

3. **Completion or submission of required work does not automatically remove a student from the N list.** Teachers have a reasonable grading window to assess the work and determine whether the student has demonstrated the required competencies.
   - A **reasonable grading window is defined as up to five school days** from the date the student submits the required work or completes the summative assessment, unless otherwise communicated by the teacher due to extenuating circumstances.

4. If, during the next grade check the student has not handed in the required work or demonstrated the required competencies, or the teacher is still within the grading window, the student will become **ineligible to participate in co-curricular activities** until they are removed from the N list. Students are only removed from the N List on Friday's.
   - **Student athletes may attend practices at the coach's discretion**. If a coach permits a student athlete to attend practices, the student athlete will **not participate** in the practices.
   - **Student athletes are <u>not allowed to attend home or away games</u> with their team.**
   - When a summative assessment does not allow for a retake, the student will remain ineligible and have until the next summative assessment that addresses the same competencies to demonstrate progress and be removed from the N list.

These rules apply to all students at **Lisbon Regional Middle** and **High School** who wish to participate in extracurricular activities and remain in effect for the entire school year for all non-mandated activities. The N list will be updated on the **first day** of each school week.

Lisbon Regional Competency Scale

Score	Descriptor		Outcome
4.0	PD	Proficient with Distinction	Competent/Pass
3.9		Proficient with Distinction	Competent/Pass
3.8		Proficient with Distinction	Competent/Pass
3.7		Proficient with Distinction	Competent/Pass
3.6		Proficient with Distinction	Competent/Pass
3.5		Proficient	Competent/Pass
3.4		Proficient	Competent/Pass
3.3		Proficient	Competent/Pass
3.2		Proficient	Competent/Pass
3.1		Proficient	Competent/Pass
3.0	P	Proficient	Competent/Pass
2.9		Proficient	Competent/Pass
2.8		Proficient	Competent/Pass
2.7		Proficient	Competent/Pass
2.6		Proficient	Competent/Pass
2.5		Proficient	Competent/Pass
2.4		Basically Proficient	Competent/Pass
2.3		Basically Proficient	Competent/Pass
2.2		Basically Proficient	Competent/Pass
2.1		Basically Proficient	Competent/Pass
2.0	BP	Basically Proficient	Competent/Pass
1.0	I	Incomplete	Not Competent/Fail
0	N	No Attempt/Progress	Not Competent/Fail

****The overall score for each summative assessment is the average of the individual competencies. Each competency may be weighted.**
****The grade for a course is the average of the overall scores for each assessment (70% summative, 30% formative).**

Competency Assessment Descriptor Rubric

3.6-4	2.5-3.5	2.0-2.4	1	0
Proficient with Distinction (PD)	**Proficient (P)**	**Basically Proficient (BP)**	**Incomplete (I)**	**No Attempt/Progress (N)**
The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task or an advanced application.	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills.	The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task.	The student has not yet demonstrated proficiency of the competency, but is making progress (teacher comments included).	The student has not made an attempt to show proficiency of the competency *or* shows little to no progress.

Students will have multiple opportunities to demonstrate proficient performance levels on each competency. Allowing students multiple ways and opportunities of demonstrating their proficiency is our goal.

Summative Retakes: A retake is the opportunity for a student to reattempt a summative assessment at the discretion of the teacher; this summative retake may differ from the original assessment. Before a retake is administered, **the student has to complete all corrective action activities and participate in all additional instructional sessions required by the teacher**. The teacher will decide on the date and time of the retake as well as the deadlines on all of the corrective action activities. With the exception of excused absences, **students have up to 10 school days to complete all corrective actions and reattempt the summative assessment.** For an individual competency, the maximum value used to recalculate the score on a summative retake is a 2.5 (Proficient).

Honor Roll

Principal's List = 3.70 – 4.00 GPA and nothing lower than a **3** on the **Habits of Learning**
High Honors = 3.31 – 3.69 GPA and nothing lower than a **3** on the **Habits of Learning**
Honors = 3.00 – 3.30 GPA and nothing lower than a **3** on the **Habits of Learning**
= 3.31 - 4.00 with a **2** on one of the **Habits of Learning**
a student who earns a 2 on multiple Habits of Learning is ineligible for the honor roll

Academic Honorable Mention Award = Given to all students with nothing lower than a 3 on the Habits of Learning, otherwise not qualifying for Honor Roll.

We will have an Honor Roll celebration in January for students in grades 5-12 to coincide with the end of the semester and provide the students enough time and the opportunity to demonstrate proficiency in all of their courses. The Principal's list students and their parents will be our guests at a reception following the celebrations. *Updated 8/9/23*

Habits of Learning

Collaboration

4 Exceeds expectations	Acts as a leader or exemplary team member Consistently provides thoughtful ideas in teams Consistently values and encourages all members of teams
3 Meets expectations	A strong team member Provides thoughtful ideas in teams Values and encourages all team members
2 Emerging expectations	Participates minimally and requires some prompting as a team member Sometimes provides thoughtful ideas in teams Sometimes values and encourages all team members
1 Below expectations	Rarely participates in team activities Rarely provides thoughtful ideas in teams Rarely values and encourages team members

Respect

4 Exceeds expectations	Seeks and accepts the opinions and input of others Consistently demonstrates both respectful and helpful behavior
3 Meets expectations	Listens and accepts the opinions of others Demonstrates both respectful and helpful behavior
2 Emerging expectations	Sometimes accepts others Sometimes demonstrates respectful and helpful behaviors
1 Below expectations	Usually ignores the opinions and input of others Needs improvement in demonstrating respectful and helpful behavior

Initiative

4 Exceeds expectations	Initiates curiosity and interest in learning Independently engages in learning activities Consistently perseveres and problem solves Demonstrates resourcefulness and seeks assistance as necessary
3 Meets expectations	Demonstrates curiosity and interest in learning Engages in learning activities Demonstrates perseverance Demonstrates resourcefulness and seeks assistance as necessary
2 Emerging expectations	Occasionally demonstrates curiosity and interest in learning Sometimes engages in learning activities Occasionally perseveres Shows growth in resourcefulness and sometimes seeks assistance
1 Below expectations	Seldom demonstrates curiosity in learning activities Rarely engages in learning activities Lacks perseverance Rarely uses alternate resources to assist with learning

Work Habits

4 Exceeds expectations	Always punctual and prepared Consistently displays a positive attitude Always on task; Always strives to meet potential Spends extra time to ensure tasks are well done

	Consistently follows directions accurately
3 Meets expectations	Punctual and prepared for class Stays on task; Strives to meet potential Completes tasks and meets deadlines Usually follows directions accurately
2 Emerging expectations	Occasionally punctual and prepared Sometimes stays on task; Beginning to strive to meet potential Inconsistent with task completion Occasionally follows directions accurately
1 Below expectations	Seldom punctual and prepared Rarely displays a positive attitude Needs to remain focused on task; Does not strive to meet potential Needs to complete tasks and meet deadlines Seldom follows directions accurately

Procedure for Retention of Students

This section has been developed so that all members of our learning community can understand how retention of students happens or does not happen at Lisbon Regional School.

A child may be retained if:

1. A child's achievement and adjustment would be enhanced by a second year at the same grade level.
2. A large number of skills/competencies have not been mastered at the current grade level.
3. The environment that the student is retained in is appropriate to address needs.
4. Lack of attendance by the student is a major concern.

The process for retention is as follows:

1. Parents will be involved early on in the process.
2. Teachers should identify students who are struggling academically, emotionally, socially or behaviorally as early as possible in the school year. Special help should be given to the student with specific areas of concern being shared with parents.
3. The process will be a collaborative effort between administration, teachers, parents and students to assess whether retention is a viable option to meet the students' academic, emotional, social, and/or behavioral needs.

Academic Dishonesty Policy (Middle and High School)

Cheating on Formative and Summative Assignments

Cheating is any activity in which a student deliberately misrepresents his or her actual academic achievement.

Cheating includes:

1. Copying the work of another and presenting it as your own.
2. Helping another student to cheat, plagiarize, misrepresent, or otherwise engage in academic dishonesty.
3. Asking, persuading, or coercing another student to engage in any form of academic dishonesty.
4. The use of AI to produce work will not be accepted as original student work.

Consequences for Cheating:

Cheating will result in the student receiving a zero on the assignment. Students may redo the assignment, but for limited credit consistent with assignments turned in late. Other consequences may be issued by administration based on the severity of the offense.

Variables for Determining the Severity of the Offense:

- Repetition (prior incidents)
- Collusion with other students
- Type of assignment
- Type of violation
- Seriousness of offense
- Contrition of student
- Cooperation of student after accusation
- Premeditation of offense
- Degree of effect on school community

<u>AI Acceptable Use Guidelines</u>

Students may use AI tools for the following educational purposes:

- As study aids (ex. asking for help understanding concepts, summarizing texts to check for understanding but not to replace reading assigned work, creating graphic organizers)
- For brainstorming or generating ideas for assignments, with teacher permission
- For editing and strengthening (*not revising*) their own writing, while maintaining their original voice
- To create content as part of an assignment (ex. graphs, images, music), with teacher approval and/or direction
- In designated classes or projects that involve AI literacy

Prohibited Uses

Students may *not* use AI tools for the following purposes:

- To complete assignments or assessments dishonestly (e.g., submitting AI-generated work as their own)
- To generate inappropriate, harmful, or offensive content
- To invade privacy or impersonate others
- To include AI content without citing or acknowledging AI assistance when required by the teacher

Academic Integrity and Plagiarism

All work submitted must reflect the student's own effort, unless collaboration or AI assistance is explicitly allowed. Teachers may ask students to explain or show their work to confirm understanding. Misuse of AI will be treated as academic dishonesty.

Work that has included AI generated content must be documented, using appropriate citation format (APA, MLA, Chicago) format.

For dual-credit or online courses, further AI restrictions may apply, depending on the requirements and/or policies of the partner institutions.

Teacher Discretion

Each teacher may set their own classroom guidelines for how and when AI may be used, within the parameters of academic integrity, plagiarism, and ethical use as outlined in this policy. Students are responsible for understanding and following these expectations. Policies will be shared in writing and will be posted for parents/guardians to review.

Privacy and Safety

Students should not input personal, sensitive, or identifying information into AI tools. They will use only school-approved platforms that comply with data privacy laws and school standards.

Education and Support

The school will provide resources and lessons about the following:

- How AI tools work
- Appropriate uses of AI content-generators

- Potential issues surrounding the use of AI content (including proper documentation and citation)
- The ethical use of AI
- Critical thinking and evaluation of AI-generated content
- Awareness and assessment of bias in AI-generated content

Consequences for Misuse

Violations of this policy may result in:

- A warning and re-education on responsible use
- Loss of access to AI tools at school
- Academic/social penalties in accordance with the school's academic honesty policy

In cases of the illegal misuse of AI content-generators (including, but not limited to, deep fake videos, photographs, and other content intended to harm), there may be more severe consequences. Enforcement of this prohibition shall initially rest with the building principal or their designees who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Policy Review

This policy will be reviewed annually and updated as needed to reflect the evolving role of AI in education

STUDENT BEHAVIOR EXPECTATIONS

Student Rights & Responsibilities

The privileges and rights of all students shall be guaranteed without regard to race, religion, sex, creed, marital status, or national origin.

A primary responsibility of the Local School District and its professional staff to its students shall be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual, and the legal processes whereby necessary changes are brought about consistent with the United States Constitution, its amendments, and the New Hampshire constitution.

The School community and the rules and regulations of a school are the laws of that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community.

Students shall have the right to peaceably and responsibly advocate change of any law, policy, or regulation. Students may exercise their right to freedom of expression through speech, assembly, petition, or other lawful means. The exercise of this right must not interfere with the rights of others. Freedom of expression may not be utilized to present material which tends to be

obscene or slanderous, or to defame character, or to advocate violation of federal, state, or local law, or official school policies, rules, and regulations.

Students may present complaints to teachers or administration officials. Adequate opportunities shall be provided for students to exercise this right through channels established for considering such complaints.

Adopted: September 11, 2002 Lisbon Regional School Policy JI

Student Behavioral Responsibilities

At Lisbon Regional School, we believe all students are capable of exhibiting socially acceptable behavior and should be held accountable for their actions in a fair and consistent manner. Discipline is one of the most important lessons a school can teach through guidance, support, and structure. It helps students develop self-control, character, orderliness, and respect for others.

Our approach to behavior is rooted in a progressive discipline model that emphasizes teaching and accountability. This model allows students multiple opportunities to reflect, grow, and make better choices, while also ensuring school safety and support for all community members.

Student behavior is addressed in three tiers:

Level 1: Minor/Classroom-Managed Behaviors

Teachers and staff use proactive strategies to support self-regulation and maintain a positive learning environment. These behaviors are typically managed in the classroom through redirection, conversation, loss of privileges, or short time away.

Level 2: Administrative Violations/Repetitive Behaviors

When behaviors become frequent or disruptive, or when classroom-level interventions have been exhausted, administrative support is provided. These behaviors require formal documentation and a plan for intervention, which may include detention, in-school suspension, or loss of privileges.

Level 3: Major/Serious Behaviors

Serious infractions that threaten the safety of the school community are handled by school administration and, when necessary, law enforcement. Responses at this level may involve suspension, restitution, or expulsion proceedings, with the goal of restoring relationships and maintaining a safe and respectful school environment.

LRS Schoolwide Discipline Matrix

Level 1: Minor / Classroom-Managed Behaviors

Goal: Support student self-regulation and strong classroom management with teacher-led strategies.

Examples	Who Handles	Response Examples
Talking out of turn • Mild name-calling or teasing • Low-level disruption • Off-task behavior • Refusing to work • Remaining out of seat • Horseplay • Remaining out of class • Tardiness • Non-compliance	**Classroom Teacher** (*or specialist: PE, Art, etc.*)	• Nonverbal cue • Proximity • Redirection • Positive reinforcement or specific praise • Movement break • Private conversation • Seat change • Restorative prompt or conversation • Behavior reflection • Goal-setting or self-monitoring sheet • Loss of privilege (*recess, etc.*) • Refocus Room break • Detention with teacher (*lunch or after school*)

Level 2: Administrative Violation / Repetitive Behaviors

Goal: Respond with administrative support to repeated or disruptive behaviors with appropriate consequences and a collaborative plan for student accountability.

Examples	Who Handles	Response Examples
• Repeated Level 1 behaviors (*after parent contact and interventions*) • Minor property misuse • Technology misuse • Cell phone use • Chronic disobedience • Leaving class without permission • Skipping class • Inappropriate or profane language (*language, gestures, messages*) • Verbal conflicts • Pattern of teasing or exclusion • Inappropriate physical contact • Fighting and physical aggression • Inappropriate video and picture use (*Includes taking photos/videos without consent*) • Plagiarism/cheating • Harrassment • Bus referrals	**Assistant Principal** (*after teacher attempts and documentation*)	• Office referral • Student/Parent conference with administrator • Restorative conversation • Counseling referral • Behavior intervention plan • Loss of privileges • Lunch or after-school detention • Short in-school suspension (*ISS*) • Out of school suspension (*OSS*)

Level 3: Major / Serious Behaviors

Goal: Ensure school safety, hold students accountable for serious misconduct, restore relationships when possible, and enforce district policy.

Examples	Who Handles	Response Examples
• Repeated suspensions • Technology misuse with harmful intent • Leaving school grounds • Physical aggression/fighting • Threats or intimidation • Bullying or harassment • Sexual misconduct (*Title IX*) • Vandalism • Theft • Robbery • Possession of drugs/use • Possession of weapons/use • Bomb threat • Arson	**Principal** (*or AP in collaboration*)	• All Level 2 interventions • Restitution • Prevention program • Involvement of Lisbon PD • Initiation of expulsion proceedings based on severity of offense

The following are examples, but not limited to, major behavioral issues that would typically result in suspension for a first time offense with the expected discipline listed. Administration reserves the right to adjust consequences based on severity of offense.
(Out of School Suspension = OSS, In School Suspension = ISS)

Possession of weapons, items resembling a weapon, items modified to become a weapon, or items that could cause injury to people or damage to school property	5-10 day OSS*
Possessing, selling, or under the influence of drugs, alcohol, prescription drugs not under the supervision of the school nurse, or possessing paraphernalia	5-10 day OSS*
Causing a false alarm resulting in response by emergency personnel	5-10 day OSS*
Threats against staff or students not resulting in referral to law enforcement	2-5 day OSS
Use of tobacco (in any form) on school property	2 day OSS
Willfully vandalizing property on school grounds or at a school sponsored event	2-5 day OSS**
Fighting or assault on school grounds or at school event	2 day OSS
Finding of Bullying/Harassment	***

*Law enforcement will be contacted, and expulsion proceedings may be initiated based on severity

**Financial restitution will be required

***A finding of bullying or harassment may require law enforcement involvement depending on the nature of the behavior. Final school discipline will be issued pending the completion of any legal proceedings stemming from the investigation.

Updated 8/9/24

Suspension Progression

Students will receive progressive suspensions based on the number of office referrals they are given. Severity of offense may take precedence over the suspension progression when determining length of suspension. Progression resets at the beginning of each school year.

First Suspension (5 referrals) - 1 day ISS

Second Suspension (10 referrals) - 1 day OSS

Third Suspension (15 referrals) - 2 day OSS

Fourth Suspension (20 referrals) - 5 day OSS

Fifth Suspension (25 referrals) - 10 day OSS

Sixth Suspension (26+ referrals) - Length determined by Supt., expulsion procedures initiated

Updated 8/9/23

Detention

Detention of any kind has priority over any other student commitments. Office or teacher detention assigned to students for disciplinary reasons take precedence over all athletic practices, games, or other activities.

If students are instructed by any teacher to leave class because of unsatisfactory behavior, they are to report immediately to the office. A student requested to leave the classroom is expected to respect the rights of others and to be cooperative and courteous. This attitude will help all students acquire the finest education possible.

Classroom Detention (*Teacher-Assigned****)***

Each teacher is responsible for managing their own classroom detentions.

- Students should be given at **least one (1) day notice** to arrange transportation.
- Alternatively, same-day detention may be assigned if parent permission is obtained.
- Teachers should supervise their own detentions and document the behavior and outcome.
- A behavior reflection form may be used at the teacher's discretion, particularly for repeated behaviors.

Teacher-assigned detentions are best used for classroom-level behaviors that do not require administrative involvement.

Administrative Detention (*Office-Assigned****)***

Administrative detention is a structured consequence for behavioral infractions that do not warrant in-school suspension but require a formal response beyond classroom-level interventions. It provides an opportunity for student reflection, restoration, and accountability.

Assignment & Notification

- Detentions are assigned by school administration.
- Detention will be served with a **twenty-four-hour notice** to the student and family.
- Bus students will be given 24 hour notification in order to make transportation arrangements.
- Detentions must be served on the date assigned unless rescheduling is pre-approved by administration.

Schedule

- Administrative detentions are held **Monday-Thursday from 2:30–3:00 PM** in the designated teacher's room.

Student Expectations

- Students must arrive on time and come prepared with academic work.
- Before starting other work, students must **complete a Behavior Reflection Form** appropriate to their grade level or a restorative activity assigned by administration.
- No talking, electronics, or disruptions are permitted during detention.
- Students who fail to meet expectations may be reassigned to another detention or referred for further disciplinary action.
- Failure to complete the reflection form will result in the detention being marked incomplete, with follow-up by administration.

Missed Detentions

- A student who misses or skips detention will forfeit their right to participate in or attend any school activity for the rest of the day or evening.
- First skip: Detention is doubled.
- Second skip: In-school suspension is assigned.
- Continued defiance of school authority may result in out-of-school suspension.

Social Probation

Students placed on social probation are to arrive at school no earlier than 7:40 a.m. and must leave the school grounds by 2:35 p.m. The only exception to this rule is if the student is being supervised by a staff member.

Adopted: September 11, 2002 Lisbon Regional School Policy JKC

In-School Suspension

The administration reserves the right to place a student in In-School Suspension (ISS) if their behavior does not conform to school rules. They may complete coursework during this time and are allowed bathroom and lunch privileges. Students will be required to hand in their powered off cell phone to the office staff for the duration of the ISS. Any students serving an in-school suspension will not be allowed to participate in any school activities that day, or any weekend activities if the suspension is given on a Friday.

Out-of-School Suspension

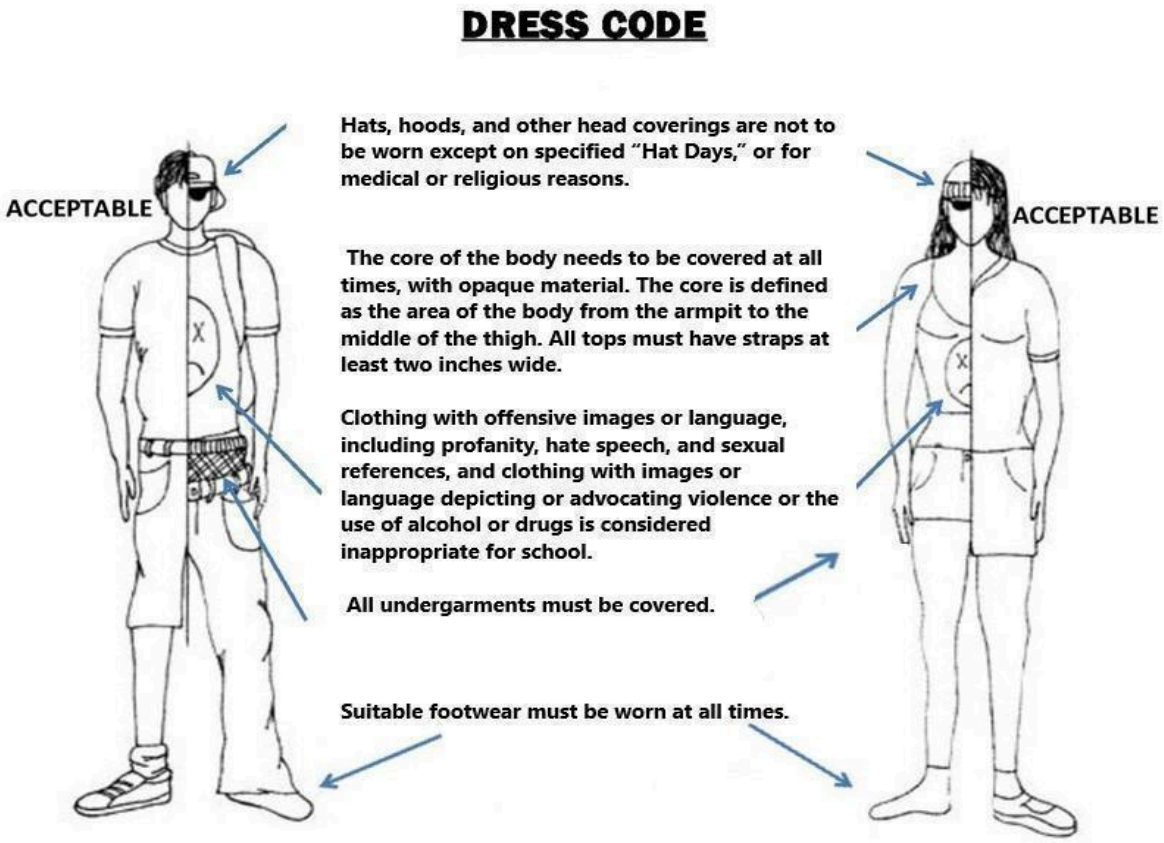
A student may be given an Out-of-School Suspension (OSS) if their behavior deteriorates to the point where they can no longer be in the school. Students placed in Out-of-School Suspension may not participate in school activities either on or off campus. They are encouraged to make up the class work they missed and their absences will not be counted towards the attendance policy. For each day of suspension, the student will have an equal time to complete assignments. Assignments will be given to a student upon their return to school unless requested sooner. Snow days do **NOT** count towards suspension days.

Student Dress Code

The purpose of a dress code is to ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style. Therefore, students are expected to dress and appear in a manner that will not be

detrimental to the safety, health, and welfare of the school community nor contribute to a hostile or intimidating atmosphere. Clothing and masks with offensive images or language, profanity, hate speech, sexual references, or clothing with images or language depicting or advocating violence or the use of alcohol or drugs, is considered inappropriate for school. All tops must have straps at least two inches wide and cover the stomach and back. All bottoms must fully cover the buttocks. All undergarments must be covered by an opaque (not see-through) material. Hats, hoods, and other head coverings are not to be worn except on specified "Hat Days" or for medical or religious reasons. Suitable footwear must be worn at all times. Any clothing or accessories that are deemed to be distracting or disruptive to the learning environment by the administration must be removed.

Improperly-attired students will be asked to change into acceptable attire by the staff. If this request is not adhered to or if a student continually comes to school inappropriately dressed, the administration reserves the right to suspend this student from school. LRS students are to adhere to this dress code at all school sponsored activities, at home or away. Courses/activities may require specialized attire (for example: internships, concerts and dances, vocational, field trips, public speaking, etc.).



Adopted: November 14, 2001 Amended: February 9, 2005; Revised: June 2023
Lisbon Regional School Board Policy JICA

Drug & Alcohol Use by Students

Dangerous and narcotic drugs, which a student has on prescription and has on school property for ingestion as prescribed by a doctor, will be kept in the nurse's or principal's office.

The illegal use of drugs, and/or possession of the same, in any form, is not permitted at any time. Parents will be informed immediately if a student is in violation of this policy, and the matter will be brought to the attention of the Board and other proper authorities.

a. In case a student appears to be under the influence of drugs, the parent will be notified by school authorities to come for the student and remove him/her to home or to a medical facility.
b. In severe cases, if the parents can/will not come to the school, the principal or school nurse is authorized to call an ambulance to remove the student to the hospital. Parents will be notified of this action and be responsible for the incurred expenses.
c. Upon reasonable evidence of the illegal possession and/or use of drugs by any student on district property, the student will be suspended from school for at least five days. A conference with parents, child and principal should be held as soon as possible.
d. Any student found selling, distributing, or giving away illegal, prescription, or non-prescription drugs will be turned over to police authorities immediately and suspended from school at once pending Board action.
e. Any student convicted in court for illegally selling drugs ON OR OFF school property will be suspended from school pending Board action.

Alcoholic beverages will not be permitted on school property at any time. Any student in possession of or under the influence of alcohol will be immediately suspended from school for not less than five days.

Statutory Reference: *RSA 571-C:2*
Adopted: September 11, 2002
Lisbon Regional School Policy JICH

Tobacco Products Ban:

Use and Possession In and On School Facilities and Grounds
Use of Tobacco Products is Strictly Prohibited In/On All School Facilities and/or Grounds

No person shall use any tobacco/nicotine product in any facility maintained by the School District, nor on any of the grounds of the district.

A tobacco/nicotine product means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco/nicotine, and tobacco/nicotine in any other form.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal, or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

No student shall purchase, attempt to purchase, possess, or use any tobacco/nicotine product in any facility or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with the building principal, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop regulations which cover the disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

Vape detectors are located in the building. When vape usage is detected, administration is notified. Security footage will be used to determine who was in the vicinity of the detector when it went off, and those students will be questioned as part of the investigation. Students will no longer be able to use mass denial as a defense, so any students who were in the vicinity of the detector when it goes off will face disciplinary action if no determination is made as to who was specifically involved due to a lack of cooperation. If we are able to determine who is specifically involved, then only those students will face disciplinary action.

Updated - 12/14/23

All Other Persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all school District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Statutory Reference: *RSA 155:64-76*
Adopted: September 11, 2002
Lisbon Regional School Policy ADC

Care of School Property by Students

Students will be held responsible for proper care and return of books and other school property issued to them. Textbooks should be covered; students must pay for all books or other school property damaged or lost. Students who have not met their financial obligations may be excluded from school events.

Food and Drink

The consumption of food and drink outside of our school's cafeteria is a privilege, not a right.

1. Teachers will monitor their respective rooms and hallways. Teachers may decide that food and drink may not be consumed in their respective classrooms. If a student abuses the privilege of eating and/or drinking in a classroom, a teacher has the right to revoke this privilege. If an adult witnesses a student making a mess he or she has the right and obligation to make sure the student cleans up the mess.
2. No energy drinks allowed.
3. All drinks need to be in plastic bottles with caps.
4. If students leave the cafeteria with food (lunch), they must have a pass from a teacher stating where they may go with the food and there must be adult supervision.

Lockers

On your schedule, you will find the number of the locker which is assigned to you. You may not change your locker unless you have permission from the office. ***Do not leave money or valuable personal belongings in your locker.*** You may leave valuables in the office. Go to your locker only when necessary. Lockers are the property of the school and will be inspected periodically throughout the year.

Guidelines for Placing Posters and Flyers on School Grounds

Lisbon Regional School defines a "poster" or "flyer" as any form of print publicity – with no regard to size, shape, or content – that is displayed in a public area. The following must be adhered to when placing posters and flyers on school grounds:

- Administration must approve and stamp all posters and flyers prepared by students, student organizations, as well as any posters or flyers prepared by off-campus organizations, businesses or individuals, before posting occurs. The name of the sponsoring individual or organization must be clearly indicated on the poster or flyer.
- All posters and flyers must be in good taste. Poor taste includes, but is not limited to: sexually explicit pictures or photographs of any persons without clothing, statements, symbols, depictions or references to alcohol or drugs, foul language, and any other offensive or vulgar material.
- Posters and flyers may not be placed on top of any existing materials.
- Posters and flyers are not permitted in the following locations at any time:
    - Glass entrance doors to buildings
    - Bathroom doors
    - Windows
    - Light or electrical fixtures
    - Fire alarm boxes and emergency equipment

Youth Employment Certificates (Working Permits)

Any youth under the age of 16 seeking employment must obtain a "working permit." The procedure is as follows:

1. Secure a job.
2. Obtain a request form from your employer or online at http://www.nh.gov/labor/documents/employer-request-child-labor.pdf
3. Return completed request form to the office. A youth employment certificate will then be filled out by an issuing officer with information taken from this request form which will be signed by parent/guardian, youth, and issuing officer.
4. The completed work permit will then be taken back to the employer.
5. Students should maintain satisfactory academic progress if they wish to retain their certificate.

Eligibility requirements for a working permit are the same as those listed under co-curricular regulations.

Youths between the ages of 16 and 18 need only to provide the employer parental/guardian's written permission for the minor to work. The employer will need to keep this letter on file.

SCHOOL RESOURCES/HEALTH SERVICES

School Counseling

Middle or High School students may obtain an appointment with the school counselor by contacting the school counseling office. Students will not be allowed to leave regular classes unless it is absolutely necessary, and then, only when initiated by the school counseling office.

The school counseling office provides information from universities, colleges, nursing institutions, and technical schools. Career information is also available in the library. Be sure to check email and bulletin boards regularly for announcements concerning the College Board entrance examinations, which have deadlines for registration and costs for late registration. Students should also read notices about scholarship opportunities.

Nurse

The school nurse maintains an office located across from the library. Students not feeling well should report to the office and request permission to see the nurse. Students being excused by the nurse for the rest of the day must report back to the office to be excused from school. Students absent from school because of any contagious disease must report to the nurse and obtain permission to return to school.

Medication

In order to comply with New Hampshire State Regulations, and most importantly to assure the safety of our students, all medications will be dispensed through the nurse's office. All medications, both prescription and over the counter, must be brought in by the parent, guardian, or other authorized adult. All medications must be labeled in its original container. At this time, a written permission form must be completed and signed by the parent/guardian, prior to any medication being administered at school.

For all prescription medications, the school requires physician's orders prior to administration of the medication. No medication will be given at school until the school receives a proper container and written order from the physician and written permission from the parent/guardian. Inhalers that the physician feels should be carried by the student at school must be stated by the physician in the order.

Over the counter (non-prescription medications) will be given only with parent/guardian's written permission. If the student needs to take the medication on a regular basis, a physician's

order will be required. Please feel free to call the Nurse's Office if you have any questions or concerns.

Physical Examinations

Every child, prior to entering into the school system, is required by the New Hampshire State Law RSA 200:32 to have a physical examination. Immunizations must be up to date and include the following: Measles (Rubella); German Measles (Rubella); Mumps; DPT (Diphtheria, Pertussis, Tetanus); Polio. Refer to the latest immunization requirements under New Hampshire State Law RSA 200:38 and the New Hampshire Department of Health and Human Services. Unless there is a medical reason, explained by a licensed physician in writing, students will not be allowed to attend school until they meet the immunization guidelines under RSA 200:38.

Parents who wish a religious exemption for their child's immunization requirements must present this request in writing and signed by a Notary Public. Refer to RSA 200:38. All students who participate in any school sponsored athletic program will need a physician examination: One for 6-8 grades and one for 9-12 grades. Participating students should be encouraged to carry adequate insurance coverage.

Emergency Treatment

The school is responsible for emergency treatment only. In the absence of the school nurse, the principal and/or someone of authority, preferably with first aid experience, will determine the necessary procedure and notify the parent immediately. If unable to reach the parent, the Lisbon Life Squad may be called and the child transported by ambulance to a local hospital. In case the Life Squad is not available, an ambulance or other emergency services will be contacted.

Head Lice

Head lice continues to cause concern and frustration for some parents, teachers and children. This school policy is intended to outline roles, responsibilities and expectations of the school community to assist with treating and controlling head lice in a consistent and coordinated manner. Parents have the main responsibility for the detection and treatment of head lice. Our school community will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

It is the expectation of parents/carers and families attending this school that you will:

- Check your children's hair for head lice weekly, at home, using the recommended conditioner/combing detection method.
- Not allow your child to attend school with untreated head lice.
- Regularly inspect all household members and then treat them, if necessary.
- Tie your child's hair back if it is long.
- Treat head lice safely and as recommended.
- Notify the parents or carers of your child's friends so they can check their children and treat them if necessary.
- Maintain a sympathetic attitude and avoid stigmatizing or blaming families who are finding it hard to control head lice.
- Act responsibly and respectfully when dealing with members of the school and broader community around issues of head lice.

To support parents/carers and the broader school community to achieve a consistent, collaborative approach to head lice management the school will:

- Provide practical advice and maintain a sympathetic attitude and avoid stigmatizing or blaming families who are finding it hard to control head lice.
- Access community educational resources and support, such as primary school nurses, community health centers and local government.
- Only exclude children from school with live insects.
- Accept the advice of parents that appropriate treatment has commenced.
- Encourage children to learn about head lice to help reduce stigma or bullying.
- Be aware of real difficulties some parents may have and seek extra support if required.
- Act responsibly and respectfully when dealing with members of the school and broader community around issues of head lice.
- Seek opportunities to increase our collective understanding of and response to managing head lice.

Insurance

Students are to have their own insurance coverage. Specific questions concerning coverage should be directed to their agent. However, if you have concerns, please contact the school nurse. Claims for payment or doctor and/or hospital bills must be completed by the parent and attending physician or hospital administrator. The school has no direct connection with the hospital or doctor bills. This is a matter involving the parent, doctor, hospital, and insurance agency.

Reporting Child Abuse

If a staff member suspects that a child is being abused or neglected, a report will be made immediately to DCYF and second notification will be made to the school principal that a report has been made.

All school employees having reason to suspect that a child has been abused or neglected shall report to DCYF the same as required by law.

An oral report shall be made immediately by telephone and followed within 48 hours by a report in writing, if so requested, by DCYF Central Intake. Such report shall, if known, contain the name and address of the child suspected of being neglected or abused and the person responsible for the child's welfare, the specific information indicating neglect or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Division of Children Youth and Family Services.

Staff training is recommended at the building level on an annual basis.

Statutory References:

RSA 169-C:29
RSA 169-C:30
RSA 169-C:34, III
RSA 169-C:31 *Adopted: September 11, 2002 Lisbon Regional School Policy JLF*

USDA Nondiscrimination Statement

The US Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (PDF), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities and you wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

The USDA is an equal opportunity provider and employer. *August 2014*

Suicide Prevention

The Board recognizes that self-destructive behavior and suicide occurs among children and adolescents in our country. Students identified as self-destructive are in need of appropriate help as quickly as possible. The primary efforts of school personnel working with a depressed or suicidal student are support, parental contact and referral. To that end, student confidentiality may be waived in life-threatening situations.

With the intent of contributing to the prevention of suicide among its pupils where possible, the board directs an Adolescent Suicide Program to be initiated including:

- In-service education to increase the awareness of all building staff about the seriousness of the problem and possible suicide "warning signs."
- Establishment of referral/response procedures in the school to facilitate assisting pupils identified as possibly suicidal.
- Infusion into curriculum (K-12) of appropriate information to help students deal appropriately with feelings, to recognize possible suicide "warning signs" in themselves and others, and to increase awareness of alternatives and resources available for assistance.
- Parent awareness to increase understanding of parents about the problem and the resources available.
- Procedures in the school for dealing appropriately with tragedies to ease the impact on pupils, staff, and community in the event of a student suicide.

School system personnel cannot be expected to treat the suicidal adolescent. Rather, they need to recognize that they are in a position to aid in the identification of those young people who may be suicide prone and to intervene in order to link these young people and their families to treatment programs in the community. In addition, school personnel need to be better prepared to sensitively relate to suicidal young people following a suicide attempt, and to deal with the intense emotions/reactions of the school community following an actual suicide.

Adopted 11/14/2001

ATHLETICS & CO-CURRICULAR ACTIVITIES

Student Activities and Organizations

Student activities are an important part of the educational process. The Board encourages students to participate in a wide variety of co-curricular activities.

Before assuming participation in any co-curricular activities, the student must file appropriate forms with the school office signed by a parent or guardian which indicates the activities approved for the individual by the respective family.

Students may form as many organizations as they desire so long as they are not restrictive or secretive in nature. Any student organization must have an advisor or a sponsor. Any student organization must be approved by the principal.

The School Board encourages the principal to provide maximum participation by the student body in such areas as music (including band), drama, demonstrations and fairs (science, etc.) and community service.

Lisbon Regional School competes with other schools at the high school and middle school levels in soccer, basketball, softball, and baseball.

The school band shall not play at political rallies. The school band may play at functions only under conditions approved by the principal. *Adopted:September 11, 2002 Lisbon Regional School Policy JJA*

Co-and Extracurricular Activities

This policy will come into effect throughout each school year beginning on the first official NHIAA scheduled practice of the year and ending on the last day of school and/or the final NHIAA tournament event in the spring.

A. Co– and Extracurricular Activities Participation Rules

1) Members of all co- and extracurricular activities are expected to dress appropriately while traveling to participate in away events. Remember, you represent your school, family, community, but most importantly, yourself. Be proud of yourself, as we are of you – win or lose – and always present yourself in a manner which depicts you as a respectful member of the school community..

2) If a member of an activity is not present to travel on the bus when it departs for an event, that member will not participate in the activity on that date. Exceptions will be a conflict in school activities or other types of emergencies. However, if a student misses a trip due to teacher or office detention, the student will not be permitted to play/participate that afternoon or evening. **To participate in an activity a student must attend school for the entire school day of an activity/practice/competition in order to participate.** If the activity/practice/competition is on a non-school day the student must be in school the entire day immediately preceding the activity/practice/competition to be eligible to participate and no more than ten minutes late. Any exceptions **must** be pre-approved by the administration.

3) Student's progress will be monitored weekly and any student receiving an "N" for No attempt/Progress on a summative assignment will have the next week to remediate the problem. If the N is not cleaned up in that time period the student will not be eligible for competition the following week. A student who fails a **Core/Elective** course for any one marking term is ineligible for the following quarter and may regain eligibility to represent school in any

interscholastic contest/co-curricular activity if deemed to be in good academic standing by the principal at the end of that quarter. Also, an incomplete in any course is considered failing for participation in athletic/co-curricular activities until the grade is submitted in writing from the teacher, to the office for placement in the student's official file.

These rules apply to all students in Lisbon Regional **Middle** and **High School** who desire to participate in extracurricular activities. These rules cover the entire school year regardless of the activity in which the student is involved.

The purpose of these rules is to:

1. Emphasize concern for the health and well-being of students who are or will be participating in extracurricular activities.
2. Provide a chemical-free environment that will encourage healthy development.

B. Co- and Extracurricular (Athletic*) Code of Conduct

The purpose of this policy is to instill in our students the importance of good manners and a healthy lifestyle as well as set standards for disciplinary actions when necessary. It is the responsibility of the staff to discuss this policy with the students prior to the beginning of all activities.

Upon signing up to participate in **ANY** co- or extracurricular program, a student agrees to the following rules and regulations:

- Provide certificate of medical* and parental permission to participate.
- Dedicate maximum effort toward individual improvement and team performance.
- **Attend school for the entire school day of an activity/practice/competition in order to participate.** If the activity/practice/competition is on a non-school day, the student must be in school the entire day immediately preceding the activity/practice/competition to be eligible to participate and no more than ten minutes late. Any exceptions **MUST** be pre-approved by the administration.
- Take proper care of uniforms* and school equipment.
- Comply with dress code.
- Travel to and from functions/competitions with the group/team– alternative travel plans must be approved in writing by a school administrator other than being released to the parent/legal guardian.
- Do not use, or knowingly be in the presence of illegal use of tobacco, alcohol, or illegal substances.
- Use technology solely for positive purposes, on or off school property, in any activity related to school-sponsored activities. No message will be generated, responded to, supported or encouraged that discredits the school, team, club or community.

In the event a student violates the rules and regulations set forth in this agreement, the following disciplinary actions will be taken by the Advisor, coach, and/or school administration. All activities a student is involved in during the time of the infraction will be affected and result in a consequence.

If the student is not involved in an activity at the time of infraction, the next activity the student is involved in will result in the appropriate consequence.

First violation of rules, other than tobacco, drug/alcohol violations, will be handled at the team level at the discretion of the Advisor – using Advisor and/or team imposed discipline. The Advisor (Coaching Staff and Athletic Director*) will handle subsequent infractions with school administration and parental involvement, as they deem necessary.

Violations of the tobacco/alcohol/drug clause in this Code of Conduct are cumulative throughout the students' high school eligibility.

A **first violation** of the **tobacco/alcohol/drug clause** in this code of conduct will result in suspension from the team for **5** events (NHIAA sanctioned *). The student will also be required to attend a chemical abuse class cleared by the school. The student's parents will be notified and required to attend a meeting to discuss the infraction and pending disciplinary action. The student will be expected to participate in practices. Activities other than athletics will be handled in conjunction with the advisor and be determined by the number of functions being held by that group.

In the event a **second violation** of the **tobacco/drug/alcohol clause** of this agreement occurs, the student will be required to undergo individual evaluation by a substance abuse specialist and enroll in counseling as recommended. He/she will also be suspended from **10** events (NHIAA sanctioned*) **or the remainder of the current sport season, whichever is greater** and be expected to attend team practices.

Should a **third violation** occur the student will be suspended from all events for the remainder of eligibility (grades 6-8 or 9-12). If, after 12 months, a student has successfully completed a treatment program, he/she may request reinstatement (of athletic eligibility*). This appeal will be made to the Lisbon Regional School Board with the following people present: the student, parent/guardian, the Advisor (Athletic Director*) and the School Administration.
*If applicable

Athletic Eligibility

The purpose of this policy is to instill in our students the importance of good sportsmanship and a healthy lifestyle as well as set standards for disciplinary actions when necessary. It is the responsibility of the coaches/advisors and captains to discuss this policy with the team prior to beginning practice. All participants and parent/guardian must sign the Athletic Code of Conduct and commit to its enforcement during the entire school year in which he/she participates. Students will not be allowed to participate unless this document is on file with the Athletic Director.

Athletic Eligibility

Our eligibility rules, in general, follow those adopted by the New Hampshire Interscholastic Athletic Association and apply to both girls and boys who participate in junior varsity and varsity sports. Some of the basic eligibility rules are:

1. A pupil may compete in interscholastic athletics during the school year if his 19th birthday is on or after September 1.
2. No post-graduate shall represent school in any interscholastic athletic contest.
3. Student's progress will be monitored weekly and any student receiving an "N" for No attempt/Progress on a summative assignment will have the next week to remediate the problem. If the N is not cleaned up in that time period the student will not be eligible for competition the following week.

Transfer Rule

1. A student who transfers enrollment with a corresponding move into a new school district by parents or guardian shall be declared eligible immediately if all other eligibility requirements are met.

2. A student who transfers enrollment without a corresponding move into a new school district by parents or guardian shall be required to be in attendance in the new school for one (1) year from the date of enrollment in order to establish athletic eligibility. This includes those students who transfer from a non-member school (i.e. prep school, etc.) back to the local school and those students who change school as a result of change in guardianship without parent/guardian changing residence. This requirement will be waived, of all the following conditions re:

A. The student has not transferred for the purpose of participating in interscholastic athletics and there has been no recruiting of the student for athletic purposes.
B. The transfer Rule Affidavit is completed and submitted to the NHIAA Executive Director
C. All other eligibility requirements are met.
D. Any deviation from NHIAA Eligibility Rules shall be made only with consent of the Eligibility Committee of the NHIAA.

E. Non-school competition:

a. Student athletes certified to participate in high school sports may not be a member of, nor play on any other team in the same sport, while a member of a school team and while that school team has remaining contests on its schedule or is eligible for NHIAA tournaments or CNESSPA competitions.
b. Players who violate this rule for the first time shall be declared ineligible for participation in any high school sport for ninety (90) school days from the day of their last participation in a high school sport. Players who violate this rule a second or subsequent time shall be declared ineligible for participation in a high school sport.
c. A non-school team is deemed to be a team if it has two (2) or more of the following: coaches, schedule games/events, schedule of practices, uniforms, award/recognition, and tournament playoffs.
d. Competition during the school summer vacation period in athletic activities of a non-professional nature by a certified member of school teams shall not be considered in violation of the NHIAA eligibility regulation.

Athletic Participation Rules and Regulations

1. All athletes are required to receive a physical examination by a medical doctor prior to participating in the athletic program. One physical is required for Grades 6-8 and one physical for Grades 9-12 unless they've had a concussion or other medical concern.
2. Members of all athletic teams are expected to dress appropriately while traveling to participate in away games. Remember, you represent your school, family, community, but most importantly, yourself. Be proud of yourself, as we are of you – win or lose – and always present yourself in a manner which depicts you as a respectful member of the school community.
3. If a member of an athletic team is not present to travel on the bus when it departs for an activity, that member will not participate in the activity on that date. Exceptions will be a conflict in school activities or other types of emergencies. However, if a student misses a trip due to teacher or office detention, the student will not be permitted to play/participate that afternoon or evening.
4. To participate in an activity a student **MUST** be in school the **ENTIRE** school day of an activity/practice/competition in order to participate. If the activity/practice/competition is on a non-school day, the student must be in school the **ENTIRE** day immediately

preceding the activity/practice/competition to be eligible to participate. Any exceptions **MUST** be pre-approved by the administration.

5. Students will sign a Code of Conduct Agreement provided by the athletic director.

These rules apply to all students in Lisbon Regional Middle and High School who desire to participate in extracurricular activities. These rules cover the entire school year regardless of the activity in which the student is involved. The purpose of these rules is to:

1. Emphasize concern for the health and well-being of students who are or will be participating in extracurricular activities.
2. Provide a chemical-free environment that will encourage healthy development.

*School Board Policy JJIEA;**Adopted:** 08/08/12;**Amended:** 08/08/12*

School Activity Participation Guidelines for Homeschooled Students

Any students living in the Lisbon Regional School District who are homeschooled under RSA 193-A, an Education Freedom Account or are enrolled in an accredited state approved program, are able to participate in co-curricular and extra-curricular activities at Lisbon Regional School. All students must meet the requirements set forth to participate in these activities. If there are any academic requirements, students not enrolled in the building must be able to demonstrate academic progress equal to their fully enrolled peers.

For any students who are enrolled in an accredited online program (VLACS, Edgenuity, Charter etc.), you may print a transcript and submit it to the building principal for approval. Students who are completing a self-created curriculum must submit documentation of their program and work samples demonstrating competency consistent with the requirements of the school.

It is strongly recommended that if a student is interested in participating in an activity at the school please reach out to the school as soon as possible so we can let you know of any requirements for attendance at the activity.

Athletic Guidelines

Each season, an Eligibility Affidavit must be sent to the New Hampshire Interscholastic Athletic Association certifying that all athletes participating are eligible per the guidelines found in the NHIAA handbook. Those guidelines are listed below:

Sect. 2: Scholastic Standing

5. *No pupil who has failed to pass four (4) units of work during the school's previous grading period shall represent the school in any interscholastic contest. A minimum of four (4) units of work per grading period is required for participation in interscholastic athletics. Schools utilizing alternative scheduling formats like block scheduling or trimesters should calculate and equate their system to meet the intent of passing four (4) units of work in a traditional format (i.e. in a 4 x 4 block program the student would need to pass a minimum of two (2) subjects to meet the standard).*

Definitions:
1. Grading Period: Not less than six (6) weeks.
2. Previous Grading Period: Indicates the last prior grading quarter of the school year (not semester grades)
3. Passing Grade: As determined by the NHIAA individual member high schools. A unit of work reflects a course that meets the equivalent of five (5) times per week in a traditional Carnegie Unit format. This is interpreted as the school's previous grading period, not the student's previous grading period.

6. *Academic Make-Ups: A student may regain eligibility by making up academic deficiencies, failures, or incompletes of the regular school year through academic/credit recovery programs completed prior to the first date to play in a sport as listed in By-Law Article XXXIX of the NHIAA Handbook. Individual schools may adopt more restrictive policies relative to academic make-up based on the school district philosophy and/or resources.*

7. *Incompletes: Incompletes are not to be considered passing grades for purposes of eligibility.*

8. *Special Education Students: Students receiving service under I.D.E.A., 89:313, R.S.A. 186: C and related State Board of Education regulations, to include students receiving service pursuant to Section 504 of the Federal Rehabilitation Act of 1973, may be declared academically eligible by their principal provided that all other eligibility requirements are met.*

9. *It should be noted that the NHIAA Scholastic Standing By-Law defines minimum standards only. There is no prohibition on schools adopting higher academic standards in determining academic eligibility.*

10. *Below grade nine students who have been granted a below grade nine waiver will be expected to maintain the same academic standards set for high school students.*

It is the responsibility of the student to provide the necessary documentation, on time. Students will not be allowed to participate in any athletic events if their program and academic progress has not been deemed satisfactory by the building Principal.

Progress reports must be submitted to Sam Natti via email by the following dates for athletic eligibility:

Fall Sports	Winter Sports	Spring Sports
August 31	November 23	March 22
September 14	December 7	April 5

September 28	December 21	April 19
October 13	January 11	May 3
October 26	January 25	May 17
	February 8	

Failure to report grades by the end of the day (2:30pm) on dates given will result in your student not being eligible to play. Grades may be reported for the dates listed above up to 72 hours prior to the end of the day listed (anytime between 2:30 the preceding Friday up to 2:30 on the date listed). Your student will remain ineligible until grades are reported and approved.

If you have any questions, please reach out to Sam Natti (sanatt@lisbon.k12.nh.us) or Nick DeCaro (nideca@lisbon.k12.nh.us).

TECHNOLOGY

Telephone

Classroom phones are for **TEACHER USE ONLY**. Students may use the office phones for approved school business or an emergency call to their parents once they have been given permission to do so.

Unauthorized Communication and Electronic Devices

The Board recommends that these devices not be brought to school. Students may not use cell phones in the building during school hours. ***Use of cell phones is strictly prohibited if a student is sent to the office or is serving in-school suspension (ISS).***

It is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.) The contents of an electronic communication device may be searched to determine ownership or to identify emergency contacts.

The Board may grant an exception to this policy for medical or emergency reasons only. This exception requires a written report from the student's medical provider explaining the need for the exception.

The school district will not be responsible for loss, damage or theft of any electronic device brought to the school.

Consequences for Violating this Policy

First Offense: An administrative detention will be assigned and confiscation of the electronic device for the remainder of the school day, the student may pick the device up at the end of the school day in the office.

Second Offense: The electronic device will be confiscated. A disciplinary referral will be written and one day of in school suspension will be assigned. The student may pick up the device

from the principal's office. A meeting with administration will be scheduled with the student and the parents of the student.

Third Offense: The electronic device will be confiscated. A disciplinary referral will be written and one day of out of school suspension will be assigned. The student's parent/guardian must pick up the device from the principal's office.

Any further violations of this policy will result in the student's loss of possession of the electronic device for the remainder of the school year on school property. The student's parent/guardian must have a meeting with the principal to discuss further disciplinary action and pick up the device. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed five (5) days.

Revised: July 2010; Revised: February 2006; July 2023

Computer Network and Internet Acceptable Use Policy

1) **Privileges**. The use of the Lisbon Regional School District Network is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. The IT Director will determine what is appropriate use based upon the guidelines established in this document, and any subsequent modifications hereto, and Lisbon Regional School (LRS) policies and procedures. The Lisbon Regional School reserves the right to terminate, suspend, or otherwise limit network access at any time and to inspect or review accounts and files for security purposes. Such decisions of the school are final.

2) **Acceptable Use**. The use of your account must be consistent with the educational and operational policies and procedures of the district. The use of other organization's networks or computing resources is subject to the rules and limitations of those organizations or networks. Transmission of any material in violation of any United States or state statute or regulation is strictly prohibited. This includes, but is not limited to: copyrighted or trade secret material, threatening or obscene material, and criminal activity. The use of the network for commercial activities, product solicitations, or political lobbying is also prohibited. Inappropriate use will be reported to the responsible authorities. By signing this Acceptable Use Policy, you agree to the following:

- I know that all internet traffic is monitored on any device at this school. I agree not to access inappropriate websites such as chat rooms, game sites, pornography, proxy sites, VPN's, etc. If I do, the following general consequences will apply:
    - I will be responsible for any charges or other expenses incurred by my misuse.
    - **1st offense:** Warning, **2nd offense:** No network use for 1 week. **3rd Offense:** No network use for 2 weeks, Etc. **Consequences will vary, based on the severity of the offense.**
    - Other disciplinary action may be given by the teacher or an administrator regardless of the IT policy.
- I agree that nothing is private on any electronic equipment at Lisbon Regional School. Any Administrator, including the IT Director can investigate and look at anything that was done on any device within the school, if need be, at any time.

- I agree that Lisbon Regional School is not responsible for any of my documents, saved work, or anything else that might get lost if a computer is reimaged, damaged, or replaced, etc. I will regularly backup my data to Google drive, a thumb drive, or my H: drive.

3) **Etiquette**. You are expected to comply with the generally accepted rules of network etiquette. These include, but are not limited to the following:

- Comply with all school rules regarding behavior and personal conduct.
- Be polite, use appropriate language. Do not swear, use vulgarities, or other inappropriate language.
- Do not use the system for frivolous, harassing, or inconsiderate purposes, or to disrupt another person's use of the system.
- Do not reveal personal addresses or phone numbers.
- The IT Director and Administrators have access to all email and reserve the right to monitor the use of the district's network, internet, email, and all electronic devices.

4) **Reliability and Security**. The Lisbon Regional School District cannot be held responsible for any lost resources or damages incurred through the use of this account. This includes any lost electronic files located on any computer equipment.

5) **Fee Services**. Without the express permission of a sponsoring teacher, you may not use the network to access any database, service, or download data or software which charges a fee for such service or access. If you do any of the foregoing you are liable for any and all charges.

6) **Terms and Conditions**. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements. The school district reserves the right to modify these terms and conditions at any time. These terms and conditions shall be governed by the laws of the State of New Hampshire, the United States of America, and the applicable policies of the Lisbon Regional School District.

Agreement and Application For Lisbon Regional School District Internet Account

(This form will go home with students at the beginning of the school year. Do not fill out in Student Handbook)

Directions: After reading the Lisbon Regional School District (hereafter LRSD) Computer Network-Internet Access Terms and Conditions please read and fill out the appropriate portions completely and legibly. The signature of a parent or guardian is also required if you are under 18 years of age.

CONTRACT PORTION OF DOCUMENT

I HAVE READ THE LRSD NETWORK-INTERNET ACCESS TERMS and CONDITIONS. I understand and will abide by the stated terms and conditions for the network. Should I commit any violation my access privileges may be revoked, school disciplinary actions and/or appropriate legal action may be taken.

User Name (please print): _____

User Signature: _____

Classroom Teacher: _____

Date: _____

PARENT OR GUARDIAN (if the applicant is under the age of 18 a parent or guardian must also read and sign this agreement). As the parent or guardian of this student I have read the Terms and Conditions for the LRSD NETWORK. I understand that this access is designed for educational purposes and the LRSD has taken precautions to eliminate controversial material. However, I recognize it is impossible for the district to restrict access to all controversial materials and I will not hold them responsible for materials acquired for the network. I hereby give my permission to issue and account for my child and certify that the information contained on this form is correct.

LRS School Student Laptop Contract (High School)

(This form will go home with students at the beginning of the school year.)

Please read this fully, sign, and return it to Benjamin Jellison, IT Director of LRS

- I understand that it is a privilege to borrow this laptop throughout the school year and that I need to keep it in the same condition as I received it. I will return it at the end of the school year on time. If I stop attending the Lisbon Regional School, I will return it to the office on my last day of school, if not, I will be billed $300.
- I agree to take these precautions to safeguard this laptop:
    - Using the equipment in a responsible manner and not letting anyone else use it.
    - Respecting that it is an electronic device that could cause harm to me and/or to the equipment and it should be kept from elements such as water, extreme heat or cold, or situations that could lead to damage from dropping, smashing, etc. This includes not using it in the cafeteria during lunch.
    - Protecting the laptop, its case, and power cord from loss, damage, or theft.
    - Always keeping the computer in its case when not in use and fully charged whenever possible.
    - Always abiding by the school district's computer Acceptable Use Policy (AUP).
- I agree to contact the IT Director at the school immediately if the laptop malfunctions, is damaged, or is lost.
- I know that all internet traffic is monitored on any device at this school. I agree not to access inappropriate websites such as chat rooms, game sites, pornography, proxy sites, VPN's, etc. If I do, the following consequences will apply:
    - I will be responsible for any charges or other expenses incurred by my misuse.
    - **1st offense:** Warning, **2nd offense:** No netbook use for 1 week, **3rd Offense:** No netbook use for 2 weeks.
    - Other disciplinary action may be given by the teacher or an administrator regardless of the IT policy.
    - Consequences will vary, based on the severity of the offense.
- I agree that nothing is private on this laptop, as it is the property of the school. Any administrator, including the IT Director, can investigate and look at anything that is on the laptop if need be, at any time.

- I agree not to alter any settings and programs or delete any files that have been installed by LRS. This includes:
    - Not deleting any icons, folders, software off of the laptop or network.
    - Not uninstalling or altering any software on the laptop.
- I agree that LRS is not responsible for any of my documents, saved work, or anything else that might get lost if a computer is re-imaged or damaged. I will regularly backup my data to Google drive, a thumb drive, or my H: drive.
- I agree that I am financially responsible for damage, misuse, or loss. If need be, it will be investigated by the authorities. Replacement costs are below, prices are subject to change.
- I agree to return the equipment no later than 2:30 pm on the day that it is due. Late returns will be locked out of their computer. If not returned, you will be required to pay $300.

Cracked screen: $50	Broken keyboard: $20	Power supply: $20	Loss/damage of the netbook: $300

Appendix A

Lisbon Regional School Board Policies

All school board policies can be found at www.lisbon.k12.nh.us. For your convenience, we have included the hyperlinks to policies of interest in the table below.

Name of Policy
NON-DISCRIMINATION (Also, AC-R) (ACE) (AC-E)
PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS
SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS (Also ABA) (KCB)
PUBLIC CONDUCT ON SCHOOL PROPERTY
PUBLIC COMPLAINTS
Student Conduct on School Buses (Also EEA & EEAEC)(Also EEA & EEAEC)
SEXUAL HARASSMENT & SEXUAL VIOLENCE-STUDENTS
ATTENDANCE, ABSENTEEISM, TRUANCY PROCEDURES
STUDENT CONDUCT (also JIC)
STUDENT DISCIPLINE AND DUE PROCESS (Also JICDD)
UNAUTHORIZED COMMUNICATION DEVICES
PUPIL SAFETY AND VIOLENCE PREVENTION *BULLYING*
COMPUTER TECHNOLOGY ACCEPTABLE USE GUIDELINES FOR STUDENTS
SEARCHES OF STUDENTS AND THEIR PROPERTY (also JIHB)
ADMINISTERING MEDICATION TO STUDENTS (also JLCD-R)

WELLNESS POLICY
STUDENT RECORDS AND ACCESS NOTIFICATION OF RIGHTS UNDER FERPA
DRUG FREE SCHOOL (Also ADB)
SUICIDE PREVENTION POLICY
SCHOOL SAFETY
SCHOOL GUIDANCE
VIDEO & AUDIO SURVEILLANCE ON SCHOOL PROPERTY
DRESS CODE

NHSBA Required Policies For Handbooks

Rev. 8/9/2023 (w/annual Policy Re-Handbooks & Websites 2022.8)

Policy	Description
AC	Non-Discrimination/EOE/Anti-Discrimination Plan
AC-E	Title IX Contact Information
ACAC	Title IX
ADB ,GBEC	Drug Free Workplace/Schools
ADC/GBED/JICG	Prohibitions Tobacco Products on School Grounds
BEA	Regular Board Meetings
BBBE	Unexpired Term Fulfillment
BEDG	Board Minutes
BEDB	Agenda Preparation
BGA (BGAA needed)	Policies
EBCE	School Closings
ECAF	Audio & Video Surveillance on School Buses
EEAA	School Bus Safety Program
EEAEC	Student Conduct on School Buses
EFAA	School Lunch Program Meal Charging
GBEA	Staff Ethics

GBEAB	Mandatory Reporting
GBEB	Staff Conduct
GBEC/ADB	Drug Free Workplace Policy
GBED	Tobacco Products Ban
GBGD	Employee Protection
GBJA	Health Insurance/HIPAA
IHAM	Exemption from Health Class
IHAMA	Teaching about alcohol, drugs and tobacco
IHBH	Extended Learning Opportunities

IKA	*Grading (in process of being updated)*
IKE	Promotion and Retention of Students
IKL	(needed:Contact SAU)
JH	Attendance (needs update: See 2023-24 Handbook)
JI	Students Rights and Responsibilities
JIC	Student Conduct
JICC	Student Conduct on School Buses
JICD	Student Discipline and Due Process
JICFA	Hazing
JICG	Tobacco Ban on School Grounds
JICI	Dangerous Weapons on School Property
JICK	Student Safety and Violence Prevention/Bullying
JLCD	Administering Medicines to Students
JLCF	Wellness Policy
JLDBB, JLDBA	Suicide Prevention and Response
JLF	Reporting Child Abuse
JRA	Access to Student Records-FERPA

Appendix B
Lisbon Regional School Vocational Policy
CTE Center Agreement Form

By signing below I acknowledge that I have read and understand the expectations outlined in this contract. I understand that attending a vocational class at the Hugh J. Gallen Career and Technical Center (CTC) is a privilege and opportunity and that my tuition is paid for by Lisbon Regional High School. All students are required to ride the bus in order to access vocational classes.

In order for a LRS student to be eligible to take classes at The Hugh Gallen Regional Career and Technical Center they must be junior status with 13 credits earned by the end of their sophomore year.

In order to continue attending classes at the CTC, I agree to the following:

- I will attend class regularly (understanding that unexpected events such as illness, doctor appointments, or family emergencies might result in excused absences)
- I will follow all of the rules required to ride the bus
- I will participate fully in my class including any assignments or homework
- I will continue to conduct myself as a representative and student of Lisbon Regional High School, being held to all of the behavior expectations outlined in the student handbook

If students accumulate 5 or more unexcused absences during a semester they will be asked to drop the class the following semester and will no longer have the opportunity to attend vocational classes in Littleton. A failing grade will also result in students losing their privilege to continue vocational classes.

Special permission to drive to class will be granted only as needed and *must* be approved prior to the day-of.
Students are welcome to present a compelling case to the administration of Lisbon Regional School to explain why they should continue to attend.

Student Name: _____

Student Signature: _____ Date:_____

Parent Signature (if student is under 18): _____Date: _____

LISBON REGIONAL SCHOOLS 2026 - 2027 Staff List

Office telephone number (603) 838-6673

Office Fax Number (603) 838-5012

Administrative

Natti, Sam - Principal (sanatt@lisbon.k12.nh.us)

Heathe, Kayla – Assistant Principal (kaheat@lisbon.k12.nh.us)

Front Office

Woods, Rena - Receptionist ()

Counselors

Horvath, JoLee – Elementary School Counselor (johorv@lisbon.k12.nh.us)

Dunn, Casey- High School Counselor (cadunn@lisbon.k12.nh.us)

Clark, Laura - Middle School Counselor/ Special Ed Coordinator/School Psychologist (laclar@lisbon.k12.nh.us)

Elementary

Andrews, Karin - Grade PK (kaandr@lisbon.k12.nh.us)

Blake, Marjorie, - Librarian/Distance Learning Coordinator (mablak@lisbon.k12.nh.us)

Colby, Lisa - Kindergarten (licolb@lisbon.k12.nh.us)

Currier, Joanna - Grade 1 (jocurr@lisbon.k12.nh.us)

DeCaro, Nick - Grade 5 (nideca@lisbon.k12.nh.us)

Hudson, Kolonie - Grade 3 (kohuds@lisbon.k12.nh.us)

Humphrey, Shelby- K-5 Special Education (shhump@lisbon.k12.nh.us)

Lamarre, Chelsea- General Music K-12 (chlama@lisbon.k12.nh.us)

Rayburn, Emma – Kindergarten (emrayb@lisbon.k12.nh.us)

Smoyer, Leia - Grade 2 (lesmoy@lisbon.k12.nh.us)

Stewart, Michael - Grade 4 (mistew@lisbon.k12.nh.us)

Woods, Nicole - Grade K-12 Technology (niwood@lisbon.k12.nh.us)

Middle/High School

Blowey, Alexis -SAP (alblow@lisbon.k12.nh.us)

Boyko, Brianne-High School Math (brboyk@lisbon.k12.nh.us)

Carlaw, Ryan-Grade 6 (rycarl@lisbon.k12.nh.us)

Dennis, Brookelyn – HS Math/HS Science (brdenn@lisbon.k12.nh.us)

Finn, Julia - 5-8 Special Education (jubisb@lisbon.k12.nh.us)

Gadapee, Carlene – HS English Teacher (cagada@lisbon.k12.nh.us)

Houghton, Leslie - 7/8 Science/Social Studies (lehoug@lisbon.k12.nh.us)

Langkau, Tara – Grade 7/8 Math/Social Studies (taland@lisbon.k12.nh.us)

Jellison, Melissa- HS Science (mejelli@lisbon.k12.nh.us)

Locke, Sylvie - Foreign Language - Spanish/Speech & Research (sylock@lisbon.k12.nh.us)

Locke, Tracy – HS History (trlock@lisbon.k12.nh.us)

McKeever, Michael - Technology Education/Intern Coord. (mimcke@lisbon.k12.nh.us)

Murphy, Casey-Elem PE/MS & HS Health (camurp@lisbon.k12.nh.us)

Peterson, Cheryl- High School Special Education Teacher (chpete@lisbon.k12.nh.us)

Poore, Leslie – MS/HS Physical Education/AD (lepoor@lisbon.k12.nh.us)

Powers, Alyssa – K-12 Art (alpowe@lisbon.k12.nh.us)

Strout, Rachel -HS English Teacher (rastro@lisbon.k12.nh.us)

Walker, Heather - FACS/Culinary Arts/Business Teacher (hewalk@lisbon.k12.nh.us)

Williams, Michelle - 7/8 Language Arts/Social Studies (miwill@lisbon.k12.nh.us)

Head Custodian
Leavitt,Christopher (chleav@lisbon.k12.nh.us)
Nurse
Pallozzi, Christine (chpall@lisbon.k12.nh.us)

Paraprofessionals (Please contact Laura Clark, the office or classroom teacher for contact information)
Sheila Beck
Nick Powers
Dianna Brightman
Elisabeth Howard
Hailey Wheeler
Demi Sexton
Cheryl Peterson
Chris Matoon
Valaire Himes
Mark Locke
Anna Howard

Technology Director
Jellison, Benjamin (bjellison@lisbon.k12.nh.us)

Title One
Ashey, Darcy - Reading (daashe@lisbon.k12.nh.us)
Myers, Carolynn – Math (camyer@lisbon.k12.nh.us)

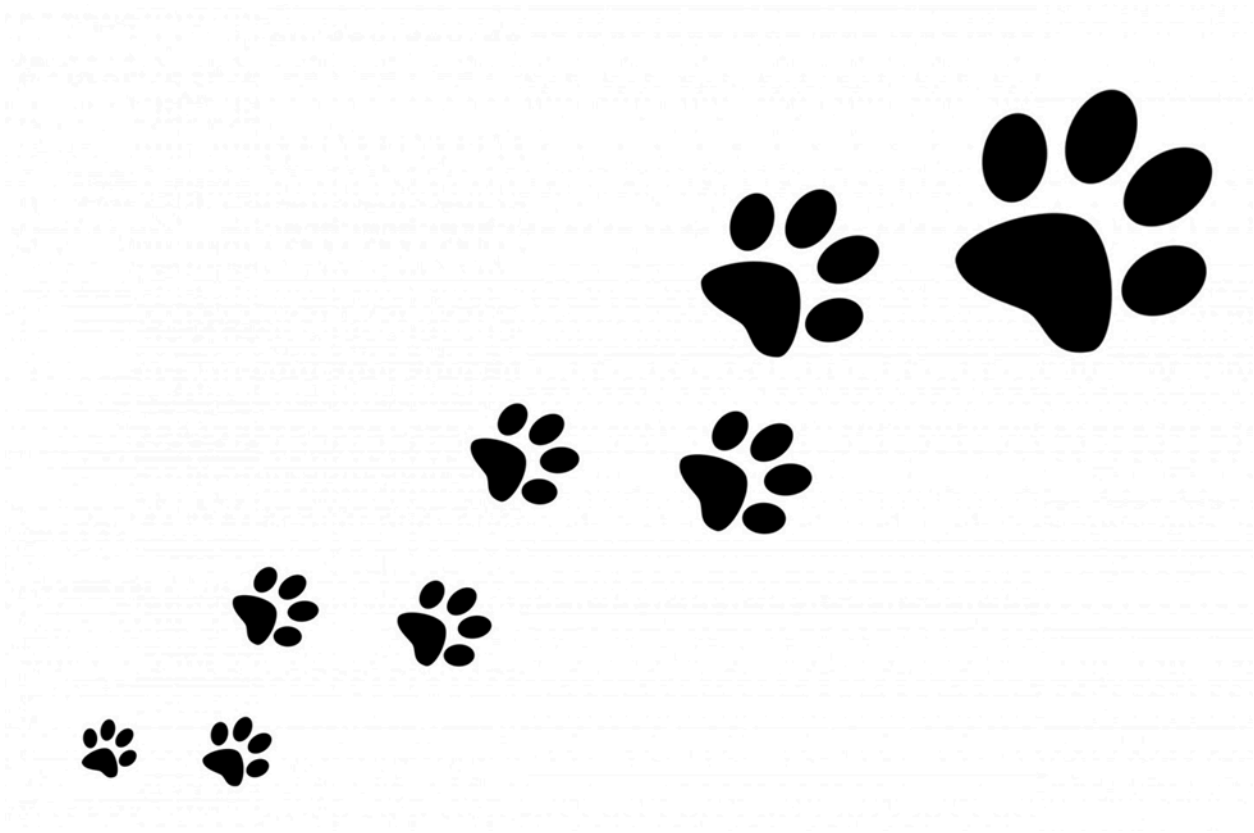
Specialists (Contact the main office for additional contact information)
Occupational Therapist - Caitlin Nelson

Physical Therapy - Santos Physical Therapy

Speech and Language - Alex Murphy (almurp@sau35.org)

SAU 110

Ext 107	Michael Kelly, Executive Director
Ext 234	Jody Oliver, Business Administrator
Ext 142	Reegan Hubbard,
Ext 144	Lisa Peterson, Payroll & Benefits Manager

Title IX issues will be reported to the building principal who will take appropriate action.

SEXUAL HARASSMENT & SEXUAL VIOLENCE-STUDENTS