

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

Policy Committee Meeting

March 14, 2018 3:30 – 5:00

Central Office

Agenda

I. Call to Order

- KCDA – Memorials, Dedications and Recognitions
 - KCDA-R Memorials, Dedications and Recognitions Procedure
 - Additional Back up from School Crisis Prevention and Intervention – Memorials
- EFAA – Payment for School Meals
- JICJ – Technology Devices
 - JICJ-R – Technology Devices Procedure
 - Cell Phone Survey Update
 - Discussion for points that the Board is looking for.

II. Questions/Discussion/Updates

Next Meeting: April 11, 2018

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KCDA
Policy Committee Review: June 14, 2017 & Sept. 13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017 Re-review by Policy Committee: March 14, 2018	Page 1 of 1

MEMORIALS, DEDICATIONS AND RECOGNITIONS

The loss of a student or staff member deeply impacts the school and larger community. Decisions made in the aftermath of a crisis or death can be filled with emotion and should not be made without the full consideration of potential implications. The Oyster River Cooperative School Board has developed this policy to provide a process for memorial decision-making and to provide guidelines surrounding them.

General Statement of Policy

In recognition that schools are designed primarily to support learning, it is best that Oyster River schools should not serve as venues for memorializing students and staff. Memorial activities expressed at school need to be appropriate in scope and duration and serve the purpose to help the community grieve and heal.

The administration of the school in consultation with the crisis response team will assist students and families in selecting memorial activities that are appropriate for school and assist students and staff in healthy bereavement. It is further recognized that the building administration should have discretion in these situations to make professional judgments in consultation with the crisis response team and the superintendent. All decisions regarding memorials in schools will rest with the building administration with an appeal to the superintendent.

Cross Reference: KCDA-R – Memorials, Dedications and Recognitions Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KCDA-R
Policy Committee Review: June 14, 2017 & Sept. 13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017 Re-review by Policy Committee: March 14, 2018	Page 1 of 2

MEMORIALS, DEDICATIONS AND RECOGNITIONS PROCEDURE

Flags: Flying a flag at half-staff can only be ordered by the President or Governor.

Assemblies: Large memorial assemblies should not be convened at school and funerals should not be held on school grounds. When spontaneous assemblies of grieving persons occur, they should be managed by allowing reasonable time to assemble in the individual or group's natural school setting (e.g. classroom, common area, etc.), then asking students and staff to continue with their school day and routine. It is important to provide a place for people to process individually or in small groups with professional support.

Moments of Silence: A moment of silence may be used following the death of a student or staff member to honor their memory. School wide moments should be limited to the time immediately following the death. Moments of silence at an event may be used at the discretion of the organizer of the event, but should not be prolonged nor repeated.

Spontaneous Memorials: Spontaneous memorials such as banners, pictures, collections of objects or notes are discouraged. A memory book where students can write personal and lasting remembrances is preferred. This book can then be given to the family. Any temporary memorial that is spontaneously created cannot alter district-owned property. All temporary memorials should be removed within two weeks of a death or within two days of a funeral recognizing that death.

Yearbooks, Graduations and Award Assemblies: Deceased students may be recognized as individuals in yearbooks or at graduation events as any other student or graduate would be. If a special memorial is desired, it is encouraged to recognize all the students who have died on one memorial page in a publication or by a single symbol at an event such as a vase of flowers or a plant, or by a general moment of silence for all students who have died. Soliciting input from the school crisis response team and the involved families in planning these tributes is encouraged.

Individual Speech: This policy does recognize individual right to speech and the right of individuals to display symbols memorializing people. However, the policy does allow administrators to regulate time, place and manner of expression to best meet the overall needs of all students, staff, parents and community. The administrator must balance the right to speech with the possible disruption to the educational environment when making decisions on individual memorials.

Permanent Memorials: Permanent memorials must be approved by the superintendent. Persons wishing to establish permanent memorials should consult with the superintendent about their proposal. Factors pertaining to erecting permanent memorials, based on best practices, should be considered and include but are not limited to:

1. Re-traumatization - Erecting memorials may have the potential for re-traumatizing both students and staff who knew the victim, as well as families and possibly the surrounding community depending on the scope of the event.
2. Design - When designing a memorial, it is important to consider how students and staff will perceive the death of the individual(s) in the future.
3. Maintenance resources - Permanent school memorials may require long-term ongoing maintenance.
4. Others' input - Members of the school crisis response team should be on the planning committee so that all may have input on the acceptance of and ultimate design of any potential memorial.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KCDA-R
Policy Committee Review: June 14, 2017 & Sept.13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017 Re-review by Policy Committee: March 14, 2018	Page 2 of 2

Living Memorials: A living memorial is a non-tangible memorial designed to be sustained over time such as named endowments, scholarships or sponsorship of events. Such donations must be approved by the superintendent. Designated donations such as to a library or co-curricular program in the name of a deceased person, but not having an enduring naming right, will be accepted under policy KCD.

Existing Memorials: Existing living or physical memorials established prior to the adoption of this policy will remain intact as originally accepted. Existing memorials are generally the sole responsibility of the entity providing the memorial; district staff or finances may only be used to maintain current memorials as part of the regular maintenance process and to ensure safe conditions. The district reserves the right to remove a memorial if it is not or cannot be maintained or is contrary to the overall educational needs of students.

Any memorial item may be moved, relocated, replaced or removed at the discretion of the school board. The superintendent shall make reasonable efforts to notify the original donor or representatives of such considerations.

Alternative to Permanent Memorials

As best practices discourage the establishment of permanent memorials in schools, temporary and timely memorial activities are suitable encouraged alternatives. Memorial activities provide an opportunity for people to express emotions and to be supported by the school community. Activities symbolize that every student and staff member is important, and help to unite and strengthen those impacted by the death(s). The activities provide a forum for a collective grief and bring people together to reduce feelings of isolation and vulnerability and illustrate the universality of grief. Memorial activities can serve a larger purpose as well – to promote positive action toward a cause, such as safety, mental health services, or health and wellness.

Planning a variety of activities offers people options for remembrance. Options for memorial activities include but are not limited to: holding a day of community service or creating a school-based community service program in honor of the deceased; putting together a team to participate in an awareness or fundraising event sponsored by a national health awareness organization; sponsoring awareness events specific to the nature of the loss; purchasing books related to the loss for the school library; and volunteering for a related cause.

Prohibited Memorial Activities

Selling and or fundraising for memorial items during the school day is prohibited. District accounts including student activity accounts cannot be used to support, finance, or fundraise for memorialization. Proceeds from district events cannot be donated to agencies for memorialization. However, fundraising at district events can be done for organizations in the name of deceased persons, limited to a single event. Utilizing formal all-school events including (e.g. Graduation, Prom or other thematic events or weeks) to memorialize deceased students or staff is prohibited. Commemorative items or events can be sponsored by community-based agencies and promoted outside of the school day.

Cross Reference: KCDA – Memorials, Dedications and Recognitions

WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident.

The Purpose of a Memorial

Memorials are a way for students, staff, and the community to express their grief. Because they are often group events, they serve to normalize feelings. Memorials can also be learning events for children and opportunities for students to take an active role in the grieving process.

Depending on the age of your students, many of them will not have much experience, if any, with death and the grieving process. Therefore, part of the response will be to teach students about the grieving process and what to expect at memorial services, events, or activities. Children may learn about customs, rituals, and the different kinds of reactions and emotions they can expect to have themselves or see in others. Memorials will likely evoke questions from students, so they should be given time to ask questions. This will help them feel more prepared for the memorial, which may subsequently serve to reduce feelings of anxiety.

Do No Harm

A memorial should “do no harm”—memorial or gathering sites should be safe. For example, if a student has died in a car crash, do not allow students to gather and grieve at the accident site if it is beside a busy street or highway. Keep candles at the memorial site separate from stuffed animals, flowers, and letters and poems. Let students’ questions be the guide; do not force them to discuss or attend the memorial if they are not ready. Making students feel obligated to express themselves or grieve before they are ready may be doing more harm than good. Emotional numbing may be a protective factor for a child during the initial stages of grief.

Types of Memorials

When appropriate, encourage your students to express themselves by providing them with a number of choices in memorial activities. A variety of activities will increase the likelihood that individual students can choose their preferred mode of expression. Choosing to create a memorial—whether permanent, semipermanent, or temporary—is no small decision.

Permanent memorials may include a granite monument, permanent artwork, an engraved stone, or a permanent plaque (e.g., <http://www.columbinememorial.org/Welcome.asp>).

Permanent memorials require careful planning and discussion before any final decisions are made: Is there potential for retraumatization? Are there design, perception, and/or political implications? Other things to consider

are maintenance costs, memorial policies, cultural norms, time commitment, location, management of initial donations, long-term implications, and costs. One large high school district established a policy that no space or place on campus can be permanently named after a person. This district-wide policy decreases the likelihood of permanent memorials and promotes renewable or living memorials.

Semipermanent, renewable, or living memorials may include a tree planting, a memory garden, dedication of a space such as the library or gymnasium, a bench, an annual scholarship, or an annual 5K run. For semipermanent memorials, the school will want to designate how many years the memorial will remain in place.

Temporary memorials may include a nonrenewable scholarship; a temporary website or online memorial; a one-time monetary donation to charity; a message on a poster or banner; a memory book; writing an individual or group letter; keeping a journal; creating a personal song, poem, or other art project; a candlelight vigil; or an impromptu memorial site (collection of balloons, flowers, stuffed animals, and photos). Most temporary memorials are short term, can be given away as a gift or donation, or they will expire or come to an end within a year.

In most school-related deaths, it is most appropriate to create temporary memorials. Temporary memorials allow students, staff, and families to express their grief in a positive and constructive manner.

Memorial Best Practices

- Develop a school- or district-wide policy concerning memorials.
- Suggest having a written “memorial procedures” plan.
- Designate a memorial committee and committee chairperson to make decisions.
- Involve all important stakeholders (students, staff, parents, and community members).
- Be proactive in working with families and students to create appropriate memorials.
- Follow the maxim of “do no harm.” Memorials should not be a source of retraumatization.
- Do not make memorial creation or attendance mandatory.

Although some literature exists regarding memorials, there is not a great deal of empirical research validating the use of memorials. In the crisis preparedness phase, it is recommended that districts develop guidelines about memorials before a crisis event takes place. The guidelines serve several purposes: (a) common definitions; (b) guidance for administrators, especially with an event that is highly emotional; and (c) consistency of implementing memorials between schools and crises.

A memorial committee may be assembled to help develop and promote memorial guidelines and policies. The committee will be responsible for making difficult and sensitive decisions. The committee will need to obtain support and consensus among the stakeholders involved. This is not always an easy task. For example, following a school shooting in Springfield, Oregon, Cathy Paine wrote: “The design and construction of a permanent memorial proved to be one of the biggest challenges of our recovery. Initially, there was a lack of funding and agreement about the details of the memorial design. A second committee was formed and the memorial was dedicated on the fifth anniversary of the shooting. The permanent memorial consists of trees, benches, a basalt pillar, and a memorial fence, which are all located in a small park near the high school.”

Because memorials are group events, it is a time for people to come together and to support one another. Often memorials serve as a gathering place on important anniversaries after an event. If groups are gathering at a memorial site, the memorial committee should make school staff aware of the events so they can provide supervision; monitor student reactions and the appropriateness of the activities; and support students, staff, and community members. If memorials take place off school grounds, at least one school representative should be present, if possible.

Memorials After a Suicide

Memorials following a suicide are particularly important to monitor. The following approaches are recommended:

- Do not make a permanent memorial following a suicide.
- Do not glorify, highlight, or accentuate the event in any way.
- Choose memorials that are temporary, nonrenewable, or in the form of a “living” memorial (e.g., monetary donation to charity or research, purchase of a suicide prevention program for students). These memorials will positively affect surviving students as opposed to glorifying the students that died by suicide, which increases the risk that others will copy the act.

Every decision made regarding memorials after a student suicide will be extremely important, because it may help prevent the death of another student. It has been estimated that 100–200 students die each year in suicide clusters. School administrators and mental health staff can help by making recommendations not to establish permanent memorials after a death by a suicide. Memorials following a suicide may glamorize death or communicate that suicide is an appropriate or desired response to stress. School staff should discourage whole-school assemblies, full-page dedications in a yearbook, establishment of a scholarship, flying a flag at half mast, or any long-term commemoration. Spontaneous memorials (balloons, flowers, pictures, and letters) should be removed or allowed for only a short time.

Having an established school policy that addresses memorials in the district, and educating students, staff, and parents, will help to alleviate potential hard feelings and resentment by those who may not understand the reasoning for this approach and may be upset by it. Addressing the requests of grieving parents is easier when administrators can refer to a school policy. Decision makers need to remember that their primary concern should be about the surviving students that are left in their care. Otherwise, saying no to a memorial can be misinterpreted as the school not caring or being insensitive.

Memorials: A List of “Dos and Don’ts”

Memorial events and activities can be healthy venues that promote emotional expression and provide a sense of hope and recovery for those who participate. This list will serve as a quick guide for school officials who will ultimately be making decisions to best support students.

DOs	DON'Ts
<p>DO designate a chairperson and/or committee to oversee current and future memorial activities.</p> <p>DO create or refer to school policies that specifically address memorial plans and procedures.</p> <p>DO provide a variety or range of memorial activities for students so they can choose their own way of expressing grief.</p>	<p>DO NOT underestimate people’s intense emotions, such as anger, sadness, or the resurfacing of past losses or traumas at memorial events.</p> <p>DO NOT pathologize normal grief reactions (consider handing out information about “common grief reactions”).</p> <p>DO NOT mandate that students attend or participate in memorial events or funeral services.</p>

DOs	DON'Ts
<p>DO promote memorials and activities that foster a sense of hope, recovery, and positive action.</p> <p>DO educate students about memorial behavior and expectations (e.g., people may express their emotions openly at a memorial).</p> <p>DO provide a variety of age-appropriate memorial activities that reflect the student's developmental stage.</p> <p>DO give permission for students to leave a memorial event if they do not feel comfortable and suggest an alternate activity (recommended that staff supervise students that leave).</p> <p>Do provide students and staff with additional options (counseling, talking to a trusted adult) should they become overwhelmed with emotions and need additional support.</p> <p>DO disseminate facts and provide information to parents and staff about crisis reactions and adaptive and maladaptive coping responses.</p> <p>DO demonstrate awareness and sensitivity toward culturally related expressions, practices, and activities.</p> <p>DO closely supervise all memorial events to make sure they are appropriate, safe, and follow the maxim of "do no harm."</p> <p>DO monitor individuals at memorial events and make sure they are linked with or referred to mental health professionals, if needed. (Students indicating self-harm or violent intent need to be referred immediately.)</p> <p>DO promote "living" memorials that benefit others (e.g., donations for a suicide prevention program).</p>	<p>DO NOT designate permanent memorials, plaques, or pages in a yearbook for students that die by suicide.</p> <p>DO NOT glorify or accentuate any temporary memorials for a student that dies by suicide.</p> <p>DO NOT hold an assembly after the death of a student who died by suicide (to minimize glorification of the student's death).</p> <p>DO NOT close school or dismiss early to allow students and staff to attend a funeral (students and staff should be permitted to attend on an individual basis).</p> <p>DO NOT allow any form of subtle or obvious gang representation such as symbols or colors.</p> <p>DO NOT announce the death of a student over the intercom system (classroom announcements are more personal).</p> <p>DO NOT encourage funerals to be held at a school.</p> <p>DO NOT allow memorials to be placed at the entrance of a school (memorials need to be optional).</p> <p>DO NOT attempt to have the school provide all memorials (community groups may also provide venues and activities as a remembrance or commemoration of the event).</p>

Note. Adapted from *Memorial activities at school: A list of "Do's and Don'ts."* http://www.nasponline.org/resources/crisis_safety

Remembrance or commemoration T-shirts have gained in popularity but can present potential problems. Most often, school staff may not be aware of the T-shirts until multiple students are wearing the T-shirts. Questions to discuss when forming memorial policies include: (a) Will T-shirts be allowed? If not, what other alternative memorial activities can be suggested to students? (b) If no T-shirts are allowed and students violate policy, how will the administration handle the violation? Will the staff have students remove or cover the T-shirts or will they send the students home?

(c) If T-shirts are allowed, can they be created to memorialize a student who was involved in illegal or gang activities? (d) How long is it appropriate for students to wear the shirts? (e) Can students wear them for more than a week, more than a month, or for the rest of the year? These are challenging decisions for schools and districts to make; thus the importance of developing consistent policies.

Many decisions must be made when creating a memorial following a school crisis or tragedy. It is important for school districts to proactively establish memorial policies and procedures before a crisis occurs. Establishing a committee to help guide the creation of appropriate memorials will allow students, staff, and community members an opportunity to grieve and express themselves in a manner that promotes healthy healing.

Resources

- Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2nd ed.). New York, NY: Wiley.
- Heath, M. A., Bingham, R., & Dean, B. (2008). The role of memorials in helping children heal. *School Psychology Forum: Research in Practice*, 2, 17–29.
- National Association of State Mental Health Program Directors. (2010). *Preventing Suicide: A Toolkit for High Schools*. HHS Publication No. (SMA) Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
- Paine, C. K. (2007, January). *Hope and healing: Recovery from school violence*. Paper presented at the Confronting Violence in Our Schools: Planning, Response, and Recovery symposium of the Public Entity Risk Institute. Retrieved from: https://www.riskinstitute.org/peri/images/file/Paine_HopeandHealing.pdf
- Poland, S., & Poland, D. (2004, April). Dealing with death at school. *Principal Leadership*, 8, 8–12.
- U.S. Department of Education, Emergency Response and Crisis Management (ERCM) Technical Assistance Center. (2007). Paying tribute to deceased school community members. *ERCM Express*, 3(3), 1–8. Retrieved from http://rems.ed.gov/docs/ERCMNewsletter_Memorials.pdf
- Zenere, F. (2009, October). Suicide clusters and contagion. *Principal Leadership*, 12, 12–16.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EFAA
Draft to Policy Committee: September 13, 2017 & 10/11/17 Re-review by Policy Committee: March 14, 2018	Page 1 of 3 Category: Priority

School Meals Program Charging Payment for School Meals

The [Oyster River Cooperative School](#) District provides the opportunity to purchase (breakfast, snacks, and) lunch and other purchases items from the school cafeteria. Each meal meets or exceeds the federal nutrition standards.

The school lunch program is required by federal law to operate as a non-profit which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school meals program from other funds. Therefore, parents of students required to pay the full or reduced price for meals must ensure that the school meals program is paid for their student's meals. The District's policy is to quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

Student Meal Accounts

The District uses a point-of-sale computerized meal payment system which has an account for all students. Parents of students who will be purchasing meals using this system are required to establish and maintain a positive balance in the student's meal account.

Funds may be deposited into a student meals account by cash, check, or on-line payment. Cash or checks made out to: [Oyster River Child Nutrition or ORCN](#) should be presented to the Cashier at the cafeteria, as payment is expected no later than when the meal is served. ~~Principal's Office, the Food Service~~. A check may also be mailed to the [ORCSD District's Child Nutrition Office attention Doris Demers, 33 Coe Drive, Durham, NH 03824](#). The District also utilizes the services of [MealMagic.com](#). Funds can also be deposited into an established student meals account through [www.sendmoneytoschools.com](#) as an electronic transaction. The use of checks or on-line payments is encouraged, as each provides a record.

[A fee of \\$10.00 will be charged to the parents for each check returned for insufficient funds.](#)

Balance Statements

The District will work proactively with parents to maintain a positive balance in their student's meal account. The Child Nutrition Director has established a procedure at each school requiring that a low balance statement be sent to parents whenever the balance in a student's meal account falls to or below a set amount that approximates the amount typically necessary to pay for one week of meals.

The District encourages parents to monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge meals.

Each [low-balance](#) notice to parents will include information on how to verify a student meals account balance, how to resolve concerns regarding the accuracy of the account balance, or to obtain information on the school meals program, including the name, title, hours when available, phone number, and e-mail address of an appropriate member of the District staff. These notices will be sent via e-mail.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EFAA
Draft to Policy Committee: September 13, 2017 & 10/11/17 Re-review by Policy Committee: March 14, 2018	Page 2 of 3

The District's policy is to ensure that students have access to healthy meals and that no student will be subject to different treatment from the standard school meal or school cafeteria procedures. Therefore, the District will allow students in Grade K-4 to purchase a meal, even if the student's meal account has insufficient funds. This policy applies to all meal offerings generally available at the cafeteria for breakfast and lunch. Middle and high school principals have set funds aside for students that do not have money on their accounts, to borrow for the day.

Students Without Cash in Hand or A Positive Account Balance

When a student does not have money to pay for a meal or has a negative balance in the student meals account, a student requesting a meal shall be provided with a meal from among the choices available to K-4 students. The same will be provided for middle and high school students. once they However, students will be required to have visited the school office or nurse's office to borrow funds. The only exception will be where the student's parents have provided the District with specific written direction that the student is not partaking in the ~~not be provided with a~~ school ~~lunch-meals~~ program-meal. When parents chose to provide meals sent from home, it is the parents' responsibility to explain to their student the necessity of the student not using the school meals program.

If the student's meal account debt accumulates to \$25.00 or more, the parents will be requested to meet with the principal. When appropriate, the principal in conjunction with the Child Nutrition Director should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship exist, and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family.

If a student with a negative balance in his or her meal account seeks to purchase a meal with cash or check, the student will be allowed to do so. There is no requirement that the funds be applied first to the debt. However, a la carte snack purchases are not allowed with a negative account balance.

Unresolved Debt

If parents fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school ~~lunch-meals~~ program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, the Child Nutrition Director, acting in the best interest of the District, will notify the Business Administrator to determine if additional action is needed to pursue collection of the outstanding debt.

The Superintendent shall try to identify non-profit charities that are willing to contribute funds to the district to assist in keeping a positive balance in the meal account of students whose parents do not qualify for free meals and who due to financial hardship are unable to consistently keep the student meals account in a positive balance. If at the end of the fiscal year uncollected debt in student meal accounts must, as a last resort to fulfill federal requirements, be paid to the school meals program from other District funds, the parents' debt for unpaid meal charges shall be owed to the District. Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with District funds, shall be credited to the District.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EFAA
Draft to Policy Committee: September 13, 2017 & 10/11/17 Re-review by Policy Committee: March 14, 2018	Page 3 of 3

Staff Enforcement of Policy/Training

A copy of this policy and refresher training shall be provided annually to all child nutrition and school staff responsible for serving student meals or enforcing this policy. New staff with these responsibilities shall be provided with a written copy of the policy and training on the policy during their initial training or orientation. In accordance with federal requirements, a record shall be maintained documenting that new staff receive the policy and training. The record must also document that all applicable staff receive a copy of the policy and refresher training annually.

Legal References

- 15 U.S.C. § 1692-1695 federal Fair Debt Collection Practices Act (FDCPA)
- 42 U.S.C. 1758(b)(6), Use or disclosure of information
- Civil Rights Act of 1964 & 7 C.F.R. Part 15, Subpart A & B
- 2 C.F.R. §200.426
- 7 C.F.R §210.09, 210.10, 210.15, 245.5
- RSA 169-C:29-31
- RSA 189:11-a
- RSA 358-C New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act;
- NH Dept. of Education Technical Advisory - Food and Nutrition Programs

Cross Reference:

- JLCF – Wellness
- EFA- Availability and Distribution of Healthy Foods
- EFC – Free and Reduced-Price Meals

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ
Date of Adoption: August 6, 2008 Previously: JFCK Title/Code Change Adopted School Board May 2, 2012 School Board First Read: June 15, 2016 School Board Second Read/Adoption: July 13, 2016 Review Policy Committee: February 12, - March 14, 2018	Page 1 of 1 Category: Recommended

TECHNOLOGY DEVICES

The Oyster River School Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process or violates Board policies or school rules. The Oyster River Cooperative School District is not responsible for damage, loss or theft of such devices. The Superintendent is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

Cross Reference: JICJ-R Unauthorized Communication Devices

JICK – Bullying and Cyberbullying – Pupil Safety and Violence Prevention

JICL & R – Student Computer & Internet Use and Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ-R
Date of Adoption: August 6, 2008 Revision to Policy Committee 1/14/10 Second Read & Adoption 4/7/2010 Code and Title Change Adopted School Board: 5/2/12 Previously: JFCK-R Reviewed 07 13 16 Review Policy Committee: February 12, March 14, 2018	Page 1 of 1

TECHNOLOGY DEVICES - SCHOOL RULES

1. Students are prohibited from using privately-owned electronic devices, including but not limited to cellular telephones, Blackberries, handheld computers, MP3 players and electronic games during classes and school activities, including study halls, field trips and extracurricular activities.
 - a. During classes and school activities, all such devices must be turned off.
 - b. The only exception to this rule is when a teacher or supervising employee specifically authorizes students to use such a personal electronic device for a specific purpose (such as entering an assignment in a PDA).
 - c. If this rule is violated, the teacher will immediately confiscate the device for the remainder of the school day, and discipline may be imposed as provided below.
2. Students may use electronic devices between class periods, during lunch periods, and while riding school buses. Cellular telephones must be kept on "vibrate" mode to avoid disrupting others.
3. The use of cameras, including camera phones, is strictly prohibited in locker rooms, restrooms and classrooms. In other school locations, students are required to obtain permission before photographing or video taping any individual and before posting on any social networking site or other Internet site such as YouTube.
4. Any use of cellular telephones and other electronic devices that violates any Board policy, administrative procedure or school rule is strictly prohibited. This includes, but is not limited to, violations of the Student Code of Conduct, cheating, or accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.
5. Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, or engaging in other misconduct.
6. Students violating these rules will be subject to discipline, which may include:
 - a. Exclusion of the device from school for an extended period;
 - b. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.

Cross References: JICJ- Technology Devices
JFC - Student Code of Conduct,
JBC – Pupil Safety & Violence (Bullying)
IJNDB - Student Computer & Internet Use