

**School Administrative Unit (SAU) #16  
2015-2016 Annual Parent Notice of Rights and Policies  
and Potassium Iodide Dispensation**

School: (Please fill in)
<input type="radio"/> Brentwood - Swasey
<input type="radio"/> East Kingston
<input type="radio"/> Lincoln Street - Exeter
<input type="radio"/> Main Street - Exeter
<input type="radio"/> Kensington Elementary
<input type="radio"/> Newfields Elementary
<input type="radio"/> Stratham Memorial
<input type="radio"/> Cooperative Middle School
<input type="radio"/> Exeter High School

\_\_\_\_\_  
Students **Last Name** (Please Print)

\_\_\_\_\_  
Students **First Name** (Please Print)

\_\_\_\_\_  
Students School ID Number

\_\_\_\_\_  
Parent/Guardian's Name (Please Print)

\_\_\_\_\_  
**\*Signature\*** **Date**

**Potassium Iodide (KI) Dispensation:**

The Nuclear Regulatory Commission has enabled the schools of SAU 16 to offer to each school age child who attends a SAU 16 school and lives in an Emergency Planning Zone (EPZ) surrounding Seabrook Station, to receive one 130 mg tablet of potassium iodide from the State of New Hampshire to use in the event of a radiological emergency.

Please check your school's Registration Form for information on how to receive a Potassium Iodide (KI) tablet.

By choosing to receive a potassium iodide tablet from my child's school, I understand the following:

- |   |  |
|---|--|
| <p>~ The use of potassium iodide is voluntary. I am not required to accept or use it.</p> <p>~ Potassium iodide is NOT a substitute for evacuation. Evacuation is the most effective action in the event of a radiological emergency.</p> <p>~ Potassium iodide protects only the thyroid gland from only radioactive iodines. In a radiological release, I would still be vulnerable to possible exposure to other forms of radiation.</p> | <p>~ Children under 14 years of age are most at risk from the effects of radioactive iodines on the thyroid gland.</p> <p>~ Although KI is generally safe, it can cause health risks in persons with existing thyroid conditions and those allergic to iodine or shellfish. Anyone considering using potassium iodide should consult with his/her health care provider.</p> <p>~ I assume full liability for using potassium iodide.</p> |
|---|--|

**My \*signature\* above acknowledges that I have received and read a copy of the following (attached) documents, and have reviewed them with my child:**

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FOLD ALONG DOTTED LINE - DETACH - RETURN TO SCHOOL



*The below referenced notices, procedures and policies are available in their entirety on the SAU 16 Website ([www.sau16.org](http://www.sau16.org)) or you may obtain complete copies of any notices, procedures and policies at your child(ren)'s school. Updates to notices, procedures and policies are posted on the SAU 16 Website.*

### **Policy GBAA - Sexual Harassment and Sexual Violence - Summarized**

It is the policy of the SAU 16 School Districts to maintain a learning and working environment that is free from sexual harassment and sexual violence. The School Districts prohibit any form of sexual harassment and sexual violence. The School Districts will act to investigate all complaints of sexual harassment or sexual violence. Any student, teacher or employee who violates the Sexual Harassment and Sexual Violence Policy, files a false complaint under the Policy, or retaliates against any person for reporting, testifying, assisting or participating in the complaint process will be subject to appropriate discipline action up to and including suspension or expulsion of the offending student or dismissal of the offending teacher or employee. A copy of Policy GBAA - *Sexual Harassment and Sexual Violence* is available from the SAU Office, 30 Linden Street, Exeter, NH 03833, (603) 775-8400; SAU 16 Website; the building principal; or SAU 16 Title IX Coordinator, Ellen Riiska.

### **Policy JFAB - Admission/Attendance of Non-Resident Students – Summarized**

New Hampshire state regulation (RSA 193:12) regarding non-resident students states that “No person shall attend a school, or send a pupil to school, in any school district of which he is not an inhabitant without the consent of the school district board except as herein otherwise provided.” An SAU 16 resident student is defined as one whose parent(s) or legal guardian(s) reside in one of the following SAU 16 towns: Brentwood, East Kingston, Exeter, Kensington, Newfields and Stratham.

### **Policy IHBBA – Limited English Proficiency Instruction - Summarized**

All schools within SAU 16 have an ESL policy (Policy IHBBA - *Limited English Proficiency Instruction*) which (1) identifies limited English proficient students; (2) assesses the students' English proficiency to determine instructional placement; (3) places students in appropriate and sufficient services; (4) provides for equal education opportunity; and (5) documents the provision of service and its effect on student performance. All new enrollees in the school should receive a Home Language Survey. If your child is new to the School District, but has not filled out the survey or if your child has limited English proficiency, please contact the building principal for a copy of the ESL Policy IHBBA and/or survey.

### **Policy EGA - Responsible Computer, Network and Internet Use - Summarized**

A student's access to the Internet is a privilege, not a right. Files stored on the server or disks are not the student's private files. It is a violation of the policy for a student to send or display offensive or obscene messages or pictures; harass, insult or attack others; damage computers, computer systems, or computer networks; hack or compromise any computer or network system's security; violate copyright laws; use someone else's password; trespass in someone else's folders, work or files; conduct non-education related activities; or engage in illegal activities. A student who commits any of the above acts or violates Policy EGA – *Responsible Computer, Network and Internet Use* may temporarily or permanently be banned from computer or Internet use, and will be subject to discipline up to and including suspension or expulsion.

### **Policy EGAB - Wireless Internet Access for Non-District Owned Devices – Summarized**

SAU 16 offers wireless Internet access for personal devices in many of our buildings. Filtering is applied on personal devices as it is for all SAU owned devices. SAU 16 reserves the right to limit or deny access to sites and communication protocols considered by SAU 16 to be malicious or inappropriate in accordance with the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA) and will terminate access if it is used in violation of SAU 16 policies or guidelines.

**Parents Right-to-Know Title I Part A of ESEA - Summarized**  
**(No Child Left Behind Act of 2001)**

You as a parent have a right to request information about the professional qualifications of your child's classroom teachers including:

- Whether the teachers have 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 your child is provided services by paraprofessionals and if so their qualifications.

You will also receive information on your child's level of achievement on all state assessments; and timely notice if your child has been assigned or taught four or more consecutive weeks by a teacher who is not highly qualified.

**Notice of Non-Discrimination / Notice of 504 Policy and Grievance Procedure /  
Procedural Safeguards**

**Notice of Non-Discrimination**

SAU 16 Schools do not discriminate in their education programs, activities or employment practices on the basis of race, color, national origin, age, religion, gender, sexual orientation or disability as defined in current law.

Any person having inquiries concerning compliance with the regulations implementing these laws may contact SAU 16 Title IX Coordinator Ellen Riiska (603) 775-8400.

Any person may also contact Title IX Coordinator, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3494, for Title IX and Age Discrimination; Section 504 Coordinator, New Hampshire, Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3738, for Section 504 of the Rehabilitation Act of 1973; Supervisor for National Origin & Equal Education Opportunity, New Hampshire, Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3196, for Title VI of the Civil Rights Act of 1964; the Assistant Secretary for Civil Rights, US Department of Education or the Director, Office for Civil Rights/ED, 5 Post Office Square, 8<sup>th</sup> Floor, Suite 900, Boston MA 02109-3921 (617) 289-0111.

**Notice of 504 Policy and Grievance Procedure**

**Non-discrimination Statement.** As required by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA), New Hampshire School Administrative Unit 16 does not discriminate on the basis of disability in admission or access to, or treatment or employment in its programs, services and activities.

**Section 504/ADA Coordinator.** As required by 34 C.F.R. 104.7(a) and 28 C.F.R. 35.107(a) New Hampshire School Administrative Unit 16 has designated Ellen Riiska (SAU 16, 30 Linden Street, Exeter NH 03833 (603) 775-8400, to coordinate its efforts to comply with and

carry out its responsibilities under Section 504 and the ADA, including investigating any allegation of discrimination on the basis of disability or other noncompliance with Section 504 and/or the ADA.

### **Grievance Procedure**

As required by 34 C.F.R. 104.7(b) and 28 C.F.R. 35. 107(b), as an employee, parent, guardian, student, or participant, you have the right to notify the Section 504/ADA Coordinator of your complaint alleging any action which would be prohibited by Section 504 and/or the ADA. If your complaint concerns the Section 504/ ADA Coordinator or the provision of a free appropriate public education under Section 504 and you wish a hearing, you should notify the Superintendent of Schools, Michael A. Morgan, 30 Linden Street, Exeter NH 03833, (603) 775-8400 instead of the Section 504/ADA Coordinator.

The Section 504/ADA Coordinator (or Superintendent of Schools) will make an initial response to your complaint within five (5) workdays of receiving it. The parties will attempt to informally work out their differences in a prompt and equitable manner. The Section 504/ADA Coordinator (or Superintendent of Schools) will make a written record of the resolution of your complaint within five (5) workdays of the resolution and will provide a copy of the record to you. The process at this level should not take more than twenty (20) workdays from receipt of the complaint by the Section 504/ADA Coordinator or Superintendent of Schools to issuance of the written record.

If the informal resolution effort fails, you may either (a) request that the School Board place your complaint on its agenda or (b) notify the Superintendent of Schools of your complaint. The School Board (or Superintendent of Schools) will make a written record of the resolution of your complaint within five (5) work days of the resolution and will provide a copy of the record to you. The process at this level will not take more than twenty (20) work days from receipt of the complaint by the School Board or Superintendent of Schools to issuance of the written record. For either process: Your complaint must be in writing (please notify the Section 504/ADA Coordinator or Superintendent if you need assistance). You may be represented by anyone of your choosing. You may present information through documents, other evidence, and/or witnesses. You may examine documents, other evidence, and witnesses presented by SAU 16.

### **Procedural Safeguards**

As required by 34 C.F.R. 104.36, the parent or guardian of a student, who because of disability, needs or is believed to need special instruction or related services, you have the right, with respect to any action regarding referral, identification evaluation, and/or placement, to:

1. Receive notice of the referral/identification, evaluation, and placement process, with appropriate consent forms;
2. Examine all relevant records;
3. Have an impartial hearing, at any time with opportunity to participate and to be represented by counsel; and
4. Have a review procedure.

You may contact the principal of the student's school or the Section 504/ADA Coordinator if you have any questions about these procedural safeguards.

### **Additional Information**

You may direct questions about SAU 16's compliance with Section 504 and/or the ADA to the Section 504/ADA Coordinator or the Superintendent of Schools.

## **Pupil Safety and Violence Prevention**

**PUPIL SAFETY AND VIOLENCE PREVENTION:** On January 1, 2011, each New Hampshire school district was required to adopt an “anti-bullying” policy to directly address issues of student safety. NH RSA 193-F:3 specifies that this policy must include “cyberbullying” and relates to “a single incident or a pattern of incidents involving a written, verbal, or electronic communication or a physical act or gesture” that causes physical harm or emotional distress to a student.

School Districts in SAU 16 have adopted Policy JICK - *Pupil Safety and Violence Prevention* and a copy can be viewed in its entirety on the SAU 16 website ([www.sau16.org](http://www.sau16.org)).

### **Bullying As Abuse**

Under certain circumstances, bullying could constitute abuse under RSA 169-C, the Child Abuse Reporting Act. In such situations, all SAU 16 employees shall comply with the reporting requirements of RSA 169-C.

### **Sexual Harassment**

Bullying may constitute sexual harassment in which case it shall be subject to the School Districts’ Policy GBAA – *Sexual Harassment and Sexual Violence Policy*.

### **Video and Audio Recording on the School Bus**

School Administrative Unit 16 School Districts value safety as the most important aspect of the student transportation program. In support of this priority, camera equipment (recording video and audio) is installed on school buses to monitor student behavior and assure safety for all students. A notice will be posted on all buses that “this bus uses video and audio equipment to monitor student behavior.” Each school district’s use of this equipment will be governed by school board Policy EEAJ – *Video and Audio Recording on School Buses*.

### **Immunity**

A school employee or employee of a company under contract with a SAU 16 school or a SAU 16 school district, who has reported violations under this chapter to the principal, or designee shall be immune from any cause of action which may arise from the failure to remedy the reported incident.

## Notice of Federal Education Records Protection Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the building principal or his/her designee a written request that identifies the record(s) they wish to inspect. The building principal or his/her designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the SAU 16 School Districts to amend a record generated by the SAU 16 School Districts that they believe is inaccurate or misleading. They should write the building principal or his/her designee, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the SAU 16 School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the SAU 16 School Districts as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the SAU 16 School Districts' Boards; a person or company with whom the SAU 16 School Districts have contracted to perform a special task (such as an attorney, auditor, consultant, expert, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or the SAU 16 School Districts' insurance carrier.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility,

The SAU 16 School Districts may disclose, without consent, directory information, which is information not generally considered harmful or an invasion of privacy if disclosed.

*The SAU 16 School Districts may give military recruiters the same access to secondary school students as provided to post secondary institutions or to prospective employers; and provide students' names, addresses, and telephone listings to military recruiters when requested, if a parent has **opted in** for providing such information.*

Parents may, within (15) days after notification of rights, request in writing the removal of all or part of the information on their child they do not wish to be available to the public.

Upon request, the SAU 16 School Districts disclose educational records, without consent, to officials of the school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

**The office that administers FERPA is:**  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605 (202) 260-3887

# PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

## POLICY STATEMENT

New Hampshire RSA 186-C:1 states: “It is hereby declared to be the policy of the state that all children in New Hampshire be provided with equal educational opportunities.”

As the parent<sup>1</sup> of a child who is receiving or may receive special education or special education and related services, you have certain rights, which are protected by state and federal laws and regulations. We want you to know about these rights. Your rights are listed below in a very short form. You can also access the full document at [http://www.education.nh.gov/instruction/special\\_ed/proceduralsafeguards.htm](http://www.education.nh.gov/instruction/special_ed/proceduralsafeguards.htm). If you would like a more detailed explanation of these rights, you may call or write to the Special Education Administrator, c/o SAU 16, 30 Linden Street, Exeter, NH 03833 (Telephone 603-775-8646). Questions concerning your rights under Section 504 of the Rehabilitative Act of 1973 should be addressed to the Section 504 Coordinator, New Hampshire Department of Education, 21 South Fruit Street, Suite 20, Concord NH 03301-2428 (Telephone 603-271-3993) or to the Guidance Department of your child’s school.

For further information, please contact the main office at your child’s school:

<u>SAU #16 Schools</u>	<u>Telephone</u>	<u>SAU #16 Schools</u>	<u>Telephone</u>
Main Street School	603-775-8946	Newfields Elementary	603-772-5555
Lincoln Street School	603-775-8800	Stratham Memorial	603-772-5413
Swasey Central	603-642-3487	Cooperative Middle School	603-775-8700
East Kingston Elementary	603-642-3511	Exeter High School	603-395-2400
Kensington Elementary	603-772-5705	Seacoast School of Technology	603-775-8461

You may contact the following agencies to obtain free or low cost assistance in understanding the special education process and the procedural safeguards available to you:

1. New Hampshire Legal Assistance, 1361 Elm Street, Manchester NH 03101 (1-800-562-3174, 603-668-2900) [www.nhla.org](http://www.nhla.org)
2. New Hampshire Legal Assistance, Simeone Smith House, PO Box 778, Portsmouth NH 03802-0778, (1-800-334-3135, 603-431-7411) [www.nhla.org](http://www.nhla.org)
3. New Hampshire Bar Association/Pro Bono, 112 Pleasant Street, Concord NH 03301 (603-224-6942, 1-800-852-3799) [www.nhbar.org](http://www.nhbar.org)
4. Parent Information Center (PIC), 54 Old Suncook Road, Concord NH 03302 (603-224-7005, 1-800-947-7005) [www.picnh.org](http://www.picnh.org)
5. Disabilities Right Center, Inc., PO Box 3660, Concord NH 03302 (1-800-834-1721, 603-228-0432) [www.drc.org](http://www.drc.org)
6. New Hampshire Department of Education, Special Education Bureau & Special Education Mediation, 101 Pleasant Street, Concord NH 03301 (603-271-3741) [www.education.nh.gov/instruction/special\\_ed/](http://www.education.nh.gov/instruction/special_ed/)

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<sup>1</sup> The term parent is defined in Ed 1102.35 of “New Hampshire Rules for the Education of Students with Disabilities” as a “natural or adoptive parent, guardian, but not the state when the state has legal guardianship, or a surrogate parent who has been appointed in accordance with Ed 1121.02” of the Rules.



## PARENT PARTICIPATION

As the parent of a child who is receiving or may receive special education or special education and related services, you are an important member of the IEP team. You have a right to actively participate in all educational decisions involving your child and to attend team meetings, including all evaluations, IEP, and placement team meetings.

You are considered a parent under special education law if you are:

- A natural or adoptive parent with legal custody;
- A guardian (not including the state);
- A person, acting in the place of a custodial parent or guardian provided no custodial parent or guardian is available and that the parent or guardian has designated in writing that this person may make educational decisions;
- A surrogate parent appointed by the New Hampshire Department of Education;
- A foster parent appointed by the New Hampshire Commissioner of Education or the director of a licensed child placing agency, to represent the foster child in the special education process. A foster parent is eligible for appointment when the natural parents' rights have been terminated by a court or death, the foster parent and the child have an ongoing, long-term relationship, and the foster parent has the skills and knowledge necessary to represent the child.

### RIGHT TO WRITTEN PRIOR NOTICE (WPN)

You have the right to be notified in writing within a reasonable time, but not less than 14 days, before the school district proposes to initiate or change, or refuses to initiate or change, the referral, evaluation, determination of eligibility, IEP, or educational placement, or the provision of a free, appropriate public education to your child.

Written Prior Notice (WPN) shall include the following information:

- A description of the action being proposed or refused, an explanation of why the school district is proposing or refusing to take this action, a description of any other options considered, and an explanation of why those options were rejected.
- A description of each evaluation procedure, test, record, or report the school district used as a basis for the proposed action or refusal of action.
- A description of other factors the school district used as a basis for the proposed action or refusal of action.
- A statement that the parents of a child with an educational disability have certain protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained.
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA and the rights of parents.

You have the right to have the written notice provided in your native language, unless it is clearly not feasible to do so.

You have the right to be given a copy of the procedural safeguards available to a parent of a child with a disability:

- Upon initial referral for evaluation;
- Upon each notification of an IEP meeting;
- Upon re-evaluation of your child;
- Upon request for a due process hearing.

**This document is the Procedural Safeguards Notice.**

PARENTAL CONSENT

The school district must obtain your informed written consent prior to:

- Conducting a pre-placement evaluation;
- Conducting individual evaluations administered for the purpose of further diagnosing your child;
- Conducting a re-evaluation of your child;
- Implementing the Individualized Educational Plan (IEP) developed for your child by the IEP team;
- Making an initial placement of your child in a program providing special education or special education and related services;
- Renewing annually your child's placement in a program providing special education or special education and related services;
- Determining or changing the disability classification;
- Changing the nature or extent of the special education or special education and related services.

You have 14 days after the sending of written prior notice to sign documents included with the notice to indicate consent, consent with conditions, or denial of consent. This 14-day time limit may be extended if mutually agreed to by the parent and the school district. You have the right to revoke your consent at any time.

If you refuse consent, the school district, in order to ensure the timely provision of a free, appropriate public education for the student, shall initiate a due process hearing. You also have a right to request a due process hearing. Either the parent or school district may request alternative dispute resolutions, including mediation or neutral conference, at any time.

If you fail to respond within 14 days after the sending of the written prior notice, the school district shall implement its proposed changes, provided the school district has taken reasonable measures to obtain informed written consent. Reasonable measures include documentation of telephone calls and correspondence sent certified mail, return receipt requested.

New Hampshire RSA 186-C:17 states that "nothing in this chapter shall be construed as authorizing any public official, agent, or representative in carrying out any provisions of this chapter to take charge of any child over the objection of either the parents of such child, or the person standing in *loco parentis* to such child except pursuant to a proper court order.

REFERRAL PROCESS

Upon receipt of a written referral from any source, the school district shall immediately notify the parent, in writing, of the referral.

Within 15 days of receiving a written referral, the school district's IEP team shall determine whether the concerns raised by the referral can be addressed using existing pupil support services available to all children, whether additional information is required, and what testing, if any, is needed to address any unresolved concerns raised by the referral.

Within 15 days of receiving the written referral, the school district shall give the parent written notice of its disposition of the referral, including a description of the special education procedures. If the parent disagrees with the disposition, the parent may request due process.

## EVALUATION PROCEDURES

If your child is suspected of having an educational disability, you have a right to a full and individual evaluation of your child's needs. As part of the evaluation process, you have the right to:

- Attend and participate in all evaluation meetings, as a member of the IEP team.
- Attend and participate in the evaluation planning meeting, held before the evaluation is conducted, to determine the scope of the evaluation and to participate in the selection of the evaluations to be performed.
- Have more than one criterion used in determining your child's eligibility for special education or special education and related services and for determining an appropriate educational program for the child.
- Have a variety of assessment tools and strategies used to gather relevant functional and developmental information about the child, including information provided by you and information related to enabling the child to be involved in and progress in the general curriculum that may assist the team in determining whether the child is educationally disabled.
- Have your child evaluated in his/her native language or other mode of communication unless it is clearly not feasible to do so.<sup>2</sup>
- Have information from more than one source considered by the team determining your child's eligibility for special education or special education and related services.
- Have your child re-evaluated every three years or more frequently if conditions warrant or if requested by you or your child's teacher.
- Receive a copy of the evaluation report and documentation of the determination of eligibility.

## INDEPENDENT EDUCATIONAL EVALUATIONS

- You have the right to obtain an independent educational evaluation of your child. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the school district.
- Upon request, the school district shall provide you with information about where an independent educational evaluation may be obtained and the school district's criteria for independent educational evaluations. Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria used when an evaluation is initiated by the school district.
- You have the right to have the school district pay for the independent evaluation if you disagree with the school district's evaluation. However, the school district may, without unnecessary delay, initiate a hearing to show that its evaluation is appropriate or that the evaluation obtained by you does not meet the school district's criteria. If the decision of the hearing officer is that the school district's evaluation is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
- If you obtain an independent educational evaluation at private expense, the results of the evaluation must be considered by the school district and may be presented as evidence at a due process hearing.
- If a due process hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation will be paid by the school district.

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<sup>2</sup> Limited English Proficiency is not a disability. Separate special language services are available from local school districts for students who are determined to be Limited English Proficient.

## INDIVIDUALIZED EDUCATION PLAN (IEP)

- The Individualized Education Plan (IEP) is a written plan for the education of an educationally disabled child, which is developed by the school district's IEP Team and the parent, and which provides the special education or special education and educationally related services for the child within an approved program.
- The IEP Team includes:
  - The parents of the child;
  - The child's regular education teacher;
  - Special education teacher;
  - Special education provider, if appropriate;
  - Representative of the school district, referred to as an LEA;
  - An individual who can interpret the instructional implications of evaluation results;
  - Other individuals who have knowledge or special expertise regarding the child; and
  - The student, when appropriate.
- The IEP Team will meet annually, near or at the end of the term of each IEP, to assess the effectiveness of the current plan and to develop a new IEP.
- The IEP Team may meet at any time to review the provisions of the IEP and, if appropriate, to make changes to the IEP. Any modifications to the IEP require parental written consent.
- Each teacher and service provider listed as being responsible for implementing the IEP shall be provided with a copy of the complete IEP.

## PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

- You have the right to be the member of the IEP Team and to participate in all IEP and placement meetings. The placement team shall include an individual knowledgeable about placement options.
- You have the right to:
  - Have your child educated with students who do not have disabilities to the maximum extent appropriate for your child;
  - Know that the school district must give evidence that a continuum of alternative learning environments from least restrictive to most restrictive is available or would be made available as placements for children with disabilities;
  - Know that your child can be removed from the regular education classroom only when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aides and services, cannot be achieved satisfactorily;
  - Have your child placed in the school he/she would attend if he/she did not have a disability unless the child's IEP requires another arrangement;
  - Have your child participate with children who do not have disabilities in non-academic and extracurricular services, such as meals, recess, counseling, athletics and other activities or groups run by the school;
  - Have your child transported to and from school, between schools, and in and around school buildings, including specialized equipment if necessary, provided such an educationally related service is required by the child's IEP;
  - Have your child's IEP implemented by appropriately certified or licensed individuals;
  - Have your child receive special education or special education and educationally related services to enable him/her to be involved in and progress in the general curriculum;
  - Be regularly informed of your child's progress toward his/her annual IEP goals and the extent to which such progress is sufficient to achieve the goals by the end of the school year. You should receive this notice of progress at least as often as parents of nondisabled children are informed of progress.

## PLACEMENT IN AN INTERIM ALTERNATIVE EDUCATIONAL SETTING

The school district may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days, to the extent such alternatives would be applied to children without disabilities.

The school district may order a change of placement to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if:

- (1) the child carries a weapon to school or a school function, or
- (2) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

The alternative interim educational setting shall be determined by the IEP Team, and:

- (1) shall be selected to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those contained in the IEP, that will enable the child to meet the goals in his/her IEP; and
- (2) include services and modifications designed to address the behavior so that it does not reoccur.

If the school district has not conducted a functional behavior assessment and implemented a behavioral intervention plan for the child before the behavior that resulted in the suspension, no later than 10 days after taking a disciplinary action, the IEP Team shall meet to develop an assessment plan to address the behavior. If the child already has a behavioral intervention plan, the IEP Team shall modify it, as necessary, to address the behavior.

A Hearing Officer may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the Hearing Officer:

- (1) determines that the school district has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or others;
- (2) considers the appropriateness of the child's current placement;
- (3) considers whether the school district has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
- (4) determines that the interim alternative educational setting meets the requirements specified in the preceding paragraph.

No later than 10 days after the date on which the decision to take the disciplinary action was made, or, if a disciplinary action involving a change of placement for more than 10 days is contemplated:

- (1) the parents shall be notified of the decision and of all procedural safeguards (this booklet) no later than the date of the decision; and
- (2) immediately, if possible, but in no case later than 10 school days, the IEP Team shall review the relationship between the child's disability and the behavior subject to the disciplinary action;
- (3) if the IEP Team determines that the behavior is not a manifestation of the child's disability, the school district may apply the same disciplinary procedures that apply to a child without a disability.
- (4) If the parent disagrees with a determination that the child's behavior was not a manifestation of the disability or with any decision regarding placement, the parent may request an Impartial Due Process Hearing, which shall be an expedited hearing;
- (5) If the parent requests a hearing regarding a disciplinary action as specified in this section or to challenge an interim alternative educational setting, or manifestation determination, the child shall remain in the interim placement pending the decision of the Hearing Officer or until the expiration of the 45 days, whichever occurs first.

In carrying out the review, the IEP Team may determine that the child's behavior was not a manifestation of his/her disability if the IEP Team reviews all relevant information, including evaluation and diagnostic results, relevant information supplied by the parents, observations of the child, the child's IEP and placement, and determines that:

- (1) the IEP and placement were appropriate and the special education and related services, supplementary aids and services, and the behavior intervention strategies were provided consistent with the child's IEP and placement;
- (2) the child's disability did not impair the child's ability to understand the impact and consequences of the behavior subject to disciplinary action; and
- (3) the child's disability did not impair his/her ability to control the behavior subject to the disciplinary action.

#### EXTENDED SCHOOL YEAR SERVICES

- The school district shall provide extended school year services if the child's IEP Team determines, on an individual basis, that the services are necessary to provide the child with a free, appropriate public education.
- State law states that the school district shall provide an extended program, when it can be demonstrated by a preponderance of the evidence that "interruption of the program of an educationally disabled child would result in severe and substantial harm and regression and would have the effect of negating the benefits" of the child's regular special education program. RSA 186-C:15, "Length of School Year."

#### ACCESS TO RECORDS/CONFIDENTIALITY

- You have the right to:
  - Examine all records relating to your child or to be informed of the specific information that is contained in the file.
  - Have your authorized representative review and inspect your child's records.
  - Obtain copies of your child's records if failure to provide you with copies would effectively prevent you from exercising your right to inspect and review those records. You may be charged a fee for copies of the records, unless such fees would prevent you from inspecting or reviewing the records. You may not be charged for the cost of searching and retrieving those records.
  - Obtain a list of the types and locations of educational records collected, maintained, or used by the school district and the title and address of the school official responsible for those records.
  - Ask for an explanation and interpretation of your child's records, and the school district must comply with any such reasonable request.
  - Ask that information contained in your child's records be amended if you believe that the information is inaccurate, misleading, or violates privacy or other rights. The school district must decide within a reasonable time of receiving the request whether to amend the records, and to inform you if the request is refused and of your right to a local hearing regarding this refusal.
- If there is a hearing, you have a right to:
  - Know that if the findings of the hearing confirm that the information is inaccurate, misleading, or a violation of privacy or other rights, that the school district shall amend the records, and that you will be informed in writing of the amendment.
  - If the outcome of the local hearing is that the records are not inaccurate, misleading, or violate your child's privacy or other rights, you may place in your child's records a statement commenting on the information or explaining why you disagree with the decision of the school district. This statement must be maintained as part of the child's records for as long as the records are maintained and must be disclosed to anyone to whom the child's records are disclosed.

- The School District must comply with your request to inspect and review your child's records without unnecessary delay and before any meeting regarding an IEP or any hearing, and, in no event more than 45 days after you have made the request.<sup>3</sup>
- The school district must keep a record of each request for and each disclosure of personally identifiable information from your child's records, except for disclosure to you and to authorized school district employees. The record includes the name of the individual, date they were given access to the records, and the purpose for which they were authorized access. You have a right to inspect this record of disclosures.
- When records contain information on more than one child, you may inspect and review only the specific information on your child.
- You are to be notified when personally identifiable information that has been collected, maintained, or used to provide an appropriate educational program is no longer needed to provide educational services and to have that information destroyed at your request.
- Statements of any current or previous disciplinary action that has been taken against your child shall be included in the child's record to the same extent that such information is included in the student records of nondisabled students. This statement may include a description of the behavior, the disciplinary action taken, and any other information relevant to the safety of the child and other individuals involved with the child.

### SURROGATE PARENTS

A surrogate parent is appointed by the New Hampshire Department of Education to protect the rights of a disabled child when the child's parents are unknown or unavailable, the child is under the legal guardianship of DCYF, or if a court has issued a written order for a surrogate parent. The surrogate parent will represent the child in all matters and proceedings related to the identification, evaluation, and educational placement of the student and the provision of a free, appropriate public education.

The person selected as a surrogate parent must have no interest that conflicts with the student's interest, have the knowledge and skills necessary to ensure adequate representation of the student, and may not be an employee of a public agency involved in the education or care of the student.

### TRANSFER OF RIGHTS AT AGE OF MAJORITY

All parental rights shall be transferred to the adult student upon his/her 18<sup>th</sup> birthday, unless the student is determined to be incompetent under state law. All notices required by the IDEA will be given to both the adult student and the parents, but all other parental rights under the IDEA and described in this notice of procedural safeguards, shall transfer to the student. The school district shall notify the students and the parents of this transfer of rights, at least one year prior to the student's 18<sup>th</sup> birthday and will include in the student's IEP a statement that the student has been informed of his/her rights that will transfer upon reaching the age of majority.

Parental rights will not transfer to the adult student if the student has been determined to be incompetent under state law. If the student lacks the ability to provide informed consent regarding his/her educational program, but has not been determined to be incompetent under state law, the state shall establish procedures to appoint the parent to represent the student in the special education process. If the parent is not available, the state shall appoint another appropriate individual to represent the educational interests of the student throughout the student's eligibility under the IDEA.

All rights accorded to parents under the IDEA (and which are described in this notice of procedural safeguards) transfer to adult students incarcerated in adult or juvenile correctional institutions.

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<sup>3</sup> The school district must allow either parent the right to inspect and review their child's records unless it has been provided with evidence that there is a legally binding instrument, state law, or court order that provides to the contrary.

## **HOME SCHOOLING**

Home education, commonly referred to as home schooling, is permitted under New Hampshire RSA 193-A. A parent may provide home education for their child, subject to the provisions stated in RSA 193-A:5 and RSA 193-A:6. Information on home education can be obtained from the New Hampshire Department of Education, School Standards Administrator (603) 271-2079 or Fax: (603) 271-2632.

RSA 193-A:9 states that:

“The resident school district, the board of such district, and any employee of the resident school district associated with a child who is receiving home education in accordance with this chapter, are not liable in damages in a civil action for any injury, death or loss to person or property allegedly sustained by that child, his parents, or any other person as the result of the child’s receipt of home education, including but not limited to, any liability allegedly based on the failure of the child to receive a free appropriate or adequate public education.”



The State and Federal special education laws require that the SAU #16 School Districts evaluate children with disabilities who are in need of special education and related services. The Districts evaluate children upon referral for special education and re-evaluate educationally disabled children at least once every three years or when conditions warrant a re-evaluation.

The Districts in SAU #16 are committed to ensuring that each child's IEP team bases its decision on high quality, reliable and educationally sound special education evaluations. As a result, the SAU #16 Districts have established the following list of criteria for all special education evaluations the District conducts, obtains or funds.

*Unique circumstances may justify deviation from these criteria.* If a parent or District staff member is aware of such unique circumstances, they should inform the student's special education teacher, building LEA or district special education administrator immediately.

1. The evaluation must comply with the relevant provisions of the State and Federal Special Education Laws, including 34 C.F.R. 300.530-300.536 and NH Code of Administrative Rules Ed 1107.
2. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, unless there is no qualified evaluator in New Hampshire.
3. The evaluator must hold a valid license or certification from the State of New Hampshire in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no "applicable license or certification" exists, the district must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.
4. All tests administered will be the current version of the test. The test must be norm referenced for the individual evaluation appropriate for the age and educational level of the child and measure the same cognitive, motoric and achievement skills as district tests, and meet the same standards of technical adequacy for reliability and validity.
5. The cost of the evaluation shall not exceed the usual and customary rate for such evaluations. The School District will not pay for the evaluation until it receives the evaluator's report.
6. The evaluator must review educational records located in the student's local public school and other relevant educational records.

7. The evaluator must either: a) observe the child in one or more educational settings; or b) make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.
8. The evaluator must be permitted to directly communicate and share information with members of the IEP team, the districts Special Education Administrator or the administrator's designees. The evaluator must also release the assessments and results, including and parent and teacher questionnaires, to members of the IEP team, the Special Education Administrator or the administrator's designees.
9. All evaluation reports will include the appropriate standardization and reporting methods as designed by the test publishers.
10. The District shall be entitled to inspect and obtain copies of the evaluator's records directly pertaining to the student being evaluated, including any records created by third parties. However, those records will not be deemed accessible to any school district personnel other than the evaluator, unless and until the District exercises its right to inspect or obtain copies of those records from the evaluator.

Parents have a right [34 C.F.R. 300.502(b)(2)] to request an independent educational evaluation at school district expense when the parent disagrees with the School District's evaluation. The provision for independent educational evaluation cannot be invoked by a parent who had refused to consent to a District evaluation.

The School Districts in SAU #16 may deny a request for an independent educational evaluation at public expense and initiate a due process hearing to demonstrate that the District's evaluation was appropriate.

A parent always has the right to get an independent educational evaluation at his or her own expense. The team must consider the results of any independent educational evaluation, regardless of who pays for it, if the evaluation meets the District's criteria in decisions about the provision of a free and appropriate public education for the child.

Law Reference: N.H. Code of Administrative Rules Ed. 1105.26, 1107, 1125.07 (amended 2001); 34 C.F.R. 300.301-300.311, 300.502 (effective Oct. 13, 2006). Formerly 34 C.F.R. 300.502, 300.530-300.536 (1999).

Appendix Reference:

Date Adopted: April 12, 2005

Revision Dates:

Last Review Date: April 12, 2005, November 15, 2006

**NONDISCRIMINATION ON THE BASIS OF  
HANDICAP/DISABILITY**

The District provides the following Notice of Procedural Safeguards to parent(s) or guardian(s), and individuals with disabilities.

The District does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The designated employee is charged with coordinating efforts to comply with Section 504. The parent(s) or guardian(s) of students with disabilities or any person with disabilities may use the grievance procedure established by the Board.

*Grievance Procedure:* As the parent(s) or guardian(s) of a student with disabilities or as a person with disabilities, you have the right to notify the designated employee with your complaint.

The designated employee will make an initial response to the complainant within ten (10) days of receipt of complaint. The parties will attempt to work out their differences promptly and equitably informally. A written record of the resolution of the complaint should be made within ten (10) working days of completion.

If that effort fails, you may (a) request the Board places this matter on its agenda or (b) notify the Superintendent of the complaint. Either request shall be delivered to the designated employee. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision.

*Section D Procedural Safeguard:* As required by 34 C.F.R., Section 104.36, as the parent(s) or guardian(s) of a student, who because of disability needs or is believed to need special instruction and related service, you have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.
3. At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by

**NONDISCRIMINATION ON THE BASIS OF  
HANDICAP/DISABILITY**

you and representation of counsel as provided under the Individuals with Disabilities Education Act.

4. A review process, which does not have to be formal.

Law Reference: 34 C.F.R. Part 104, Non-Discrimination on the Basis of Handicap  
Section 504 of the Rehabilitation Act of 1973

Appendix Reference:

Date Adopted: May 7, 1991

Last Review/Revision Date: June 2, 2004

### **Notice of Program Accessibility**

SAU 16 Schools provide the following Notice of Program Accessibility to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.21 and 104.22 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

SAU 16 operates its programs and activities so that when viewed in their entirety are readily accessible to handicapped persons.

NOTICE: All interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities and facilities that are accessible to handicapped persons by contacting Section 504 Coordinator Ellen Riiska at 30 Linden Street, Exeter NH 03833 (603) 775-8400.

All interested persons who may need special aids or services in order to attend a public function sponsored by SAU 16, should notify the Section 504 Coordinator Ellen Riiska at 30 Linden Street, Exeter NH 03833 (603) 775-8400 to request reasonable accommodations in order that they may attend and participate in the event or function. Such requests should be made within a reasonable time in advance of the event or functions so that reasonable accommodation may be provided.

### **School Student Handbook**

Please make certain that you are familiar with your child (ren)'s Student Handbook that is issued by their school at the beginning of each school year.

### **Policy JLCF - Wellness, Nutrition and Physical Activity Policy - Summarized**

The WIC (Women, Infants and Children) Reauthorization Act of 2004 requires by law that by the first day of school year 2006, each school district participating in the National School Lunch Program adopt local school wellness policies that address healthy eating and physical activity. In compliance with NH state law and the above named act, a copy of your school's Policy JLCF has been available on the SAU 16 Website ([www.sau16.org](http://www.sau16.org)).

### **Potassium Iodide (KI) Pills**

*See pages 20 and 21 for information from the SAU 16 Office and the New Hampshire Division of Public Health Services regarding obtaining a Potassium Iodide pill for your child and/or children that will remain at their school in case of a radiological emergency. See your school's Registration Form for obtaining a Potassium Iodide pill for your child or children.*

***The above referenced notices, procedures and policies can be viewed in their entirety on the SAU 16 Website at [www.sau16.org](http://www.sau16.org) or you may obtain complete copies of any notices, procedures and policies at your child(ren)'s school. All updates to notices, procedures and policies will be posted on the SAU 16 Website.***



30 Linden Street • Exeter, NH 03833-2622  
tel: 603.775.8400 fax: 603.775.8673

[www.sau16.org](http://www.sau16.org)

**MICHAEL A. MORGAN**  
Superintendent of Schools

**SAUNDRA MACDONALD**  
Assistant Superintendent

**AMY R. RANSOM**  
Business Administrator

**PAUL A. FLYNN**  
Associate Superintendent  
Director of Human Resources

**ESTHER T. ASBELL**  
Assistant Superintendent

**HELEN M. RIST**  
Special Education Administrator

## **Potassium Iodide (KI) Pills**

Dear Parents/Guardians:

Our school is located in the Emergency Planning Zone surrounding the Seabrook Station nuclear power plant. In case of a radiological emergency and because of our proximity to Seabrook Station, the Nuclear Regulatory Commission has made available one or two 65-mg potassium iodide (KI) pills (based on the student's weight) for each school age child in our school. The 130-mg potassium iodide pill has been replaced by a 65-mg pill going forward and is the reason one or two 65-mg potassium iodide will be made available for each student requesting the KI.

Potassium iodide (KI) is a chemical compound that contains iodine, a chemical necessary for the normal functioning of the thyroid gland. KI is manufactured in pill form to be used to prevent the thyroid gland from absorbing a radioactive form of iodine that might be released during a severe accident at a nuclear power plant. On page 29 of this document is information from the New Hampshire Division of Public Health Services on KI. This information has been reproduced from page 56 of the *2015 Emergency Public Information Calendar for Neighbors of Seabrook Station in New Hampshire*.

Please note that **the decision for your child to receive KI is up to you**. The school district is not taking a position to recommend or not recommend you take KI. The decision is up to you. **On page two of your school's Registration Form (not to be found in this booklet), you may accept or decline receiving KI pill(s) by checking the appropriate "Yes" or "No" column.**

It is the belief of SAU 16 and our schools that **evacuation remains the primary protective action during a radiological emergency**. The *2015 Emergency Public Information Calendar for Neighbors of Seabrook Station in New Hampshire*, on page 31, describes protective actions that would be taken for school children in a radiological emergency. The emergency public information calendar explains how you would be notified of a radiological emergency at Seabrook Station and informed of actions that would be taken for protection of school children. If you do not have a *2015 Emergency Public Information Calendar for Neighbors of Seabrook Station in New Hampshire*, you may contact your school's main office and they will see that you receive a copy of the calendar.

By not selecting "Yes" on your school's Registration Form, you are indicating that you do not want your child to have any KI pill(s) at school for his/her use in case of a radiological emergency. If you have any questions or concerns, you may want to contact your child's physician. Thank you.

# About Potassium Iodide (KI)

## What is potassium iodide?

Potassium iodide is a chemical compound that contains iodine, a chemical necessary for the normal functioning of the thyroid gland. It is known by its chemical symbol, KI. It is manufactured in pill form to be used to prevent the thyroid gland from absorbing a radioactive form of iodine that might be released during an accident at a nuclear power plant. It is intended to protect against thyroid cancer.

## How does it work?

KI protects the thyroid gland by satisfying its requirement for iodine. If someone were then exposed to radioactive iodine, it would not be absorbed by the gland. KI has no effect at all on the radiation itself. It does not provide protection for parts of the body other than the thyroid and it provides no protection against other forms of radiation. Evacuation remains the primary protective action during a radiological emergency.

## Who can take KI?

Most people can take KI without side effects, but it is a drug and you should consult your doctor before taking any medication. A small number of people could have side effects. Anyone who is allergic to iodine should not take it. People who are allergic to shellfish are likely to also be allergic to iodine.

## Where can I get KI?

KI is available free of charge from the State of New Hampshire to everyone who lives or works within the 10-mile Emergency Planning Zone around Seabrook

Station. Instructions for ordering KI for yourself and your family are contained in this calendar. It may also be purchased over-the-counter in some area pharmacies or ordered by telephone, mail or via the Internet from several sources.

## How will I know when to take it?

To be effective, KI should be taken immediately before or within a few hours after exposure to radiation. That recommendation would be immediately announced through the Emergency Alert System and the news media.

## What would happen if I took KI without direction from emergency officials?

Probably nothing. It is very unlikely that you would suffer any ill effects if you took KI because of a false alarm or "just in case" because you thought there was a radiological emergency underway.

## Should I have KI for my children?

Yes. Children are more susceptible to thyroid cancer than adults because they are growing rapidly. Doses should be given according to the child's weight or age, if possible. KI comes in 130 mg pills. Adults 18 years or older or adolescents weighing more than 150 lbs. should take one pill during a radiological release.

Children aged 3-18 should take one-half a pill or 65 mg of KI. Children aged one month to three years should receive one-quarter of a pill or 32 mg and infants from birth through one month should receive one-eighth of a pill or 16 mg. The pills can be cut with a sharp knife and young children should receive their dose in milk, water, applesauce or pudding. However, in the event of an emergency, a child may be given a whole tablet.

## Where should I store KI?

Like any other medication, KI should be stored at room temperature away from moisture. It should also be kept in an accessible location so you can remember where it is and get to it in case of emergency. KI has a shelf life of five years.

## Who assumes legal responsibility of use of KI?

You do. The use of KI is voluntary. No one is required to accept it or use it. If you choose to accept KI from the state distribution program, you will be required to sign an informed consent form on which you state that you understand its use and potential risks.

## Remember, evacuation is the most effective protective action.

### HOW MUCH KI TO TAKE

	DOSE
Adults 18 Years and Older	1 Tablet (130 mg)
Pregnant Or Nursing Women	1/2 Tablet (65 mg)
Children Ages 3-18 Years Old	1/2 Tablet* (65 mg)
Or weighing less than 150 lbs.	
Children 1 Month to 3-Years-Old	1/4 Tablet*
Infants 1 Day to 1-Month-Old	1/8 Tablet*

\*NOTE: In an emergency situation where it is not possible to cut a tablet into these sizes, administer the complete 130-mg tablet. The benefits of doing so far outweigh the risks of overdosing!