



2023-2024

**STUDENT / PARENT
HANDBOOK**

POLICIES & PROCEDURES

SAU #85 – Sunapee School District
2023-2024 School Year Calendar

School Board approved
2/8/23

<p>21 New Teacher Day 22-24 PD Days 28 First Day of School</p> <p>Days 4</p>	<p>AUGUST '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>FEBRUARY '24</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			<p>26-29 Winter Break - NS</p> <p>Days 17</p>														
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Note: Schools are in session M-F. The weekends have been included for clarity.

1/3/2023

**SUNAPEE MIDDLE HIGH SCHOOL
BELL SCHEDULE**

With AM Breakfast and Separate Advisory

MIDDLE SCHOOL <i>Lunch 10:55 – 11:15</i>	HIGH SCHOOL <i>1st HS Lunch 11:48 – 12:08</i>	HIGH SCHOOL <i>2nd HS Lunch 12:41 – 1:01</i>
<i>Breakfast will be served in the cafeteria from 7:30 AM until 7:55 AM</i>		
8:00 - 8:53 Period 1	8:00 - 8:53 Period 1	8:00 - 8:53 Period 1
<i>3 min. passing</i>		
8:56 - 9:46 Period 2	8:56 - 9:46 Period 2	8:56 - 9:46 Period 2
<i>3 min. passing</i>		
10 min. Advisors	10 min. Advisors	10 min. Advisors
<i>3 min. passing</i>		
10:02 - 10:52 Period 3	10:02 - 10:52 Period 3	10:02 - 10:52 Period 3
<i>3 min. passing</i>		
10:55 - 11:15 Lunch	10:55 - 11:45 Period 4	10:55 - 11:45 Period 4
<i>3 min. passing</i>		
11:18 - 12:08 Period 4	11:48 - 12:08 Lunch	11:48 - 12:38 Period 5
<i>3 min. passing</i>		
12:11 - 1:01 Period 5	12:11 - 1:01 Period 5	12:41 - 1:01 Lunch
<i>3 min. passing</i>		
1:04 - 1:54 Period 6	1:04 - 1:54 Period 6	1:04 - 1:54 Period 6
<i>3 min. passing</i>		
1:57 - 2:47 Period 7	1:57 - 2:47 Period 7	1:57 - 2:47 Period 7

- 1) Breakfast will be served from 7:30 a.m. until 7:55 a.m.
- 2) Period 1 is 3 minutes longer for morning exercises/announcements
- 3) Includes an Advisory time 10 minutes combined with 3 minutes passing time - total 16 minutes
- 4) Includes 50 minute classes with 3 minute passing

SUNAPEE MIDDLE/HIGH SCHOOL

Sean P. Moynihan, Principal
Meagan Reed, Assistant Principal
10 North Road, Sunapee, NH 03782
(603) 763-5615 • FAX (603) 763-3055
Guidance (603) 763-5616

SCHOOL ADMINISTRATIVE UNIT #85

Russell Holden, Superintendent
70 Lower Main Street, Sunapee, NH 03782
(603) 763-4627 • FAX (603) 763-4718

www.sau85.org

SUNAPEE SCHOOL BOARD

Edward Andersen, Chair
Scott Ritzmann, Vice Chair

Monthly meetings are held regularly at 7:00 PM on the first Wednesday of each month at the middle/high school. All meetings are open to the public and citizens of Sunapee are welcomed and encouraged to attend. The Board consists of five members serving staggered three-year terms.

SMHS BOOSTER CLUB

This is an organization of parents who meet on the first Monday of the month during the school year for the purpose of supporting school activities. All Middle/High School parents are invited.

NONDISCRIMINATION STATEMENT

The Sunapee School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Mr. Russell Holden, Superintendent, Sunapee School District, 70 Lower Main Street, Sunapee, NH 03782, (603) 763-4627 or rholden@sunapeeschools.org.

Inquiries may also be directed to the:

US Department of Education, Office for Civil Rights, Region 1, J.W. McCormack Post Office and Courthouse Building, Room 222, Boston, MA 02109-4557 (617-223-9696)

Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston, MA 02201 (617-565-3200)

NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)

PERSONNEL 2023-2024

(updated 6/1/23)

SCHOOL BOARD

Edward Andersen, *Chair* (2026)
Scott Ritzmann, *Vice Chair* (2024)
Kerri McCaul Claus (2025)
Andrew Nichols (2025)
Amanda Spears (2026)

SAU #85 ADMINISTRATIVE STAFF

Russell Holden, Superintendent
Kelly Wessells, Business Administrator
Amanda Hughlock, Director of Student Services

Administrative Assistants:

Michele Flynn, to the Superintendent
Donna Young, Special Education

Financial Assistant:

Beth Laramie

DISTRICT STAFF

Adam Glass, Technology Assistant
Jonathan Reed, Technology Coordinator

Related Services

Rachel Gregoire, Speech Language Pathologist
Sandy Olin, Occupational Therapist
Jessica Whipple, Occupational Therapist
Monique Fong, Physical Therapist
Dorie Shaw, Tutor

Buildings & Grounds

Mathew Bouranis, Director

Custodial Staff: Joe Daltorio, Corey Davis,
Alex Janas, Dave Montambeault

Transportation

Brenda Thomas, Director

Bus Drivers: Kathy Hancock, Jenn Kananen,
Cathy Merrill, Thomas Patten, Gloria Tijaro

Food Service

Robert Fullerton, Director

Cafeteria Staff: Amy Clarke, Jackie Shiavo

SMHS ADMINISTRATIVE STAFF

Sean Moynihan, Principal
Meagan Reed, Assistant Principal

Registrar: Darlene Dodge

Administrative Assistants: Lisa Ameigh,
Darlene Morse, ***Library:*** Peggy Ricketts

SMHS FACULTY

Alex Ager, Music
Brent Baker, Science
Amanda Barton, Math
Benjamin Carleton, Technology Education
Amanda Christensen, Reading/Writing Specialist
Jennifer Cloutier, Math
Myles Cooney, Guidance
Thomas Coverdale, English
Katherine Flint, English
Bart Franta, Spanish
Thomas Frederick Jr., Athletic Dir./Physical Ed.
Candice Garvin, Nurse
Stephanie Hubert, Special Education
Alex Klingerman, Social Studies
Alyssa Krause, Health/Physical Ed.
Corinne Levasseur, English/Social Studies
Kristen Lombard, Science
Scott MacNamee, English
James McDonald, Computer Science
Raymond Palin, Library/Social Studies
Sharon Parsons, Math/Science
Taylor Planz, Science
Robin Prew, Special Education
Kirk Romein, Art
Barbara Tyler, Special Education
Danielle Vienneau, Math
Jacqueline Watkins, Guidance-MS
Special Education Para-Professionals:
Ryan Benincase, Janet Cain, Alex Colby,
Norman Dalton, Tracey Godin, Robert Mitchler,
James Walsh, Sarah Williams

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WELCOME

We welcome you as a member of the student body to Sunapee Middle/High School with the hope that your work with us will be interesting, exciting and otherwise very positive and successful. We hope that you will, at all times, embody our tradition of school spirit toward your school. It is our expectation that you will take some time to look through this handbook so that you will understand our policies and philosophy.

Our school maintains a proud tradition of high academic standards and we hope that as a member of the school you will strive to extend courtesy toward your peers, to the staff and to the administration. We hope that you will develop and maintain a sense of pride in your work and a positive attitude in all that you do. We are looking forward with excitement to working with you and we wish you success.

MESSAGE TO PARENTS AND STUDENTS

The following pages in this handbook have been written to familiarize you with Sunapee Middle/High School. It is hoped that students and parents will find this publication beneficial.

We look forward to your contributions as a partner in working towards improving our educational program in the coming school year.

Please keep in mind that as a student you have both privileges and responsibilities. It is up to the school to provide a comprehensive course of studies, caring and competent teachers and supportive services that may be used when needed. It is up to you to fulfill the requirements of a diligent student. We expect all students to attend full time, study regularly, complete assignments and pay attention in class.

Students, teachers and parents must work together for a successful year. If students are to succeed, a positive attitude is a must. The job of education is too big to be done without everyone contributing.

Please study the material in this handbook carefully so that you and your parents have a good understanding of school procedures and services. Your teachers and administration are here to service your best interests. Make sure you ask for assistance when needed. If you, as a parent or student, require further information, please feel free to contact the school.

This handbook is not all-inclusive. Sunapee Middle/High School reserves its right to add, delete or modify rules as necessary. Students and parents are responsible for adherence to any written policies that may be promulgated during the school year.

CORE VALUES AND BELIEFS STATEMENT

Sunapee Middle High School is committed to preparing students to be positive, caring, and contributing members of society by maintaining high academic, social, and civic expectations within a secure environment.

As a community of learners, we value:

- Tolerance, courtesy, and respect
- Rigor and challenge
- Connections between caring adults and students

As a community of learners, we believe:

- Students should have the opportunity to develop their individual interests and talents through comprehensive course and co-curricular offerings.
- Students should have opportunities to collaborate to become effective problem solvers, designers, and creators.
- Students learn best when instruction is engaging, relevant, and applicable to the real world.
- Students learn best when assessments are challenging and varied.
- Students achieve the greatest success when they take responsibility for their education.
- Technology is a useful tool in instruction and learning.
- Communication between staff, students, and community is important to student success and growth.
- Students should make connections with the local community and appreciate that they are part of a broader global community.

VISION OF THE GRADUATE

Sunapee Middle-High School is committed to preparing students to be positive, caring, and contributing members of society by maintaining high academic, social, and civic expectations within a secure environment. The graduate will be able to:

- Problem solve effectively
- Read effectively
- Write effectively
- Speak well
- Demonstrate knowledge and skills

The graduate will:

- Act with courtesy, respect, integrity, and compassion
- Demonstrate responsibility and initiative, both as an independent learner and as a team member
- Be helpful and contribute to the school and community

SMHS School-wide Demonstration Rubric - Accepted 2.19.2020

Criteria	Exceeds the standard	Meet the standard	Almost meets the standard	Does not meet the standard
Shows evidence of knowledge individually and/or within a group	Shows in-depth understanding of concepts taught.	Shows solid understanding of concepts taught.	Shows partial understanding of concepts taught.	Shows very little to no understanding of concepts taught
Uses skills to perform a task	Demonstrates proficiency with key skills.	Exhibits appropriate key skills.	Possesses but needs to refine basic skills.	Lacks basic skills
Transfers knowledge and skills to new contexts or real life situations	Utilizes imaginative, innovative, and/or original ways to connect knowledge or skills to other contexts.	Makes clear connections in other contexts.	Partial connection of knowledge and skills to other contexts.	Shows little to no connection of knowledge and skills to other contexts
Works with care and attention to detail	Works with exceptional care and precise detail.	Works with care and attention to detail.	Works with limited attention to care and detail.	Works with very little to no attention to care and detail
Selects and utilizes materials, resources, or equipment	Proficiently selects materials, resources, or equipment. Proficiently utilizes materials, resources, or equipment.	Appropriately selects materials, resources, or equipment. Appropriately utilizes materials, resources, or equipment.	Partial or inappropriate selection of materials, resources, or equipment. Partially utilizes materials, resources, or equipment.	Shows little to no selection of materials, resources, or equipment

SMHS School-wide Problem Solving Rubric - Accepted 2.19.2020

Criteria	Exceeds the standard	Meet the standard	Almost meets the standard	Does not meet the standard
Define the problem	Identifies, defines, and/or states the problem in detail.	Identifies, defines, and/or states the problem.	Partially identifies, defines, and/or states the problem. Key aspects of the problem are missing.	Does not identify, define, and/or state the problem.
Identify connections and relationships	Utilizes resources, including previous knowledge, to build accurate connections between known and unknown with minimal prompting or clarification.	Utilizes resources, including previous knowledge, to build accurate connections between known and unknown with occasional prompting or clarification.	Utilizes some resources, including previous knowledge, to build accurate connections between known and unknown but needs prompting or clarification.	Does not utilize resources, including previous knowledge, to build accurate connections between known and unknown needs prompting or clarification.
Devise a plan	Generates ideas for possible strategies to use to solve the problem with clarity. Selects one option and develops detailed action steps.	Generates ideas for possible strategies to use to solve the problem. Selects one option and develops action steps.	Generates incomplete ideas for possible strategies to use to solve the problem. Selects an option, but action steps are incomplete or missing.	Does not generate ideas for possible strategies to use to solve the problem. Does not develop action steps.
Carry out the plan	Implements strategy(strategies) and performs any necessary actions. Checks work while implementing the plan by testing multiple strategies. Perseveres through challenges to carry out the plan, and revises the plan as needed. Keeps detailed evidence of the process.	Implements strategy(strategies) and performs any necessary actions. Checks work while implementing the plan. Perseveres through challenges to carry out the plan, and revises the plan as needed. Keeps evidence of the process.	Implements strategy(strategies) and partially performs necessary actions. Checks some work while implementing the plan, but does not persevere through challenges. Some evidence of process is recorded.	Does not implement strategy(strategies) and does not perform necessary actions. No evidence is recorded.
Reflect	Communicates the results and justifies the solution with detailed evidence. Describes any mistakes or misunderstandings encountered during the problem solving process and how they were overcome with detailed evidence.	Communicates the results and justifies the solution with evidence. Describes any mistakes or misunderstandings encountered during the problem solving process and how they were overcome.	Communicates the results, but solution is not fully justified. Mistakes or misunderstandings encountered during the problem solving process are not described.	Does not communicate results. Does not justify solution or describe mistakes or misunderstandings encountered during the problem solving process.

Main SMHS School-wide Reading Rubric - Accepted 9.16.2020

Criteria	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Main Idea and Details	Determines key ideas and details in text consistently and independently.	Determines most key ideas and details independently.	Determines some key ideas and details with guidance (class discussion, text, and/or teacher assistance).	Struggles to determine a few key ideas and details with guidance (class discussion, text, and/or teacher assistance).
Generate Questions	Consistently and independently generates higher-level questions before, during, and after reading.	Independently generates many higher-level questions before, during, and after reading.	Inconsistently generates questions before, during, and after reading with teacher support.	Rarely generates questions before, during, and after reading even with teacher support.
Make Inferences	Consistently and independently makes educated guesses using evidence from the text and prior knowledge.	Independently makes educated guesses using evidence from the text and prior knowledge.	Makes educated guesses using evidence from the text and prior knowledge with teacher support.	Struggles to make educated guesses using evidence from the text and prior knowledge even with teacher support.
Author's Purpose	Consistently and independently determines the author's purpose (to entertain, to persuade, to inform).	Independently determines the author's purpose (to entertain, to persuade, to inform).	Attempts to determine the author's purpose (to entertain, to persuade, to inform) with teacher support.	Struggles to determine the author's purpose (to entertain, to persuade, to inform) even with teacher support.
Use Evidence to Support an Argument	Consistently and independently identifies accurate evidence to support an argument, claim, or counterclaim.	Independently identifies accurate evidence to support an argument, claim, or counterclaim.	Attempts to identify accurate evidence to support an argument, claim, or counterclaim with teacher support.	Struggles to identify accurate evidence to support an argument, claim, or counterclaim even with teacher support.
Make Connections	Insightfully and independently makes connections from text to self, text to text, and/or text to world in order to achieve a deeper understanding of the text.	Independently makes connections from text to self, text to text, and/or text to world in order to achieve a deeper understanding of the text.	Makes connections from text to self, text to text, and/or text to world in order to achieve a deeper understanding of the text with teacher support.	Struggles to make connections from text to self, text to text, and/or text to world in order to achieve a deeper understanding of the text even with teacher support.
Expand Vocabulary	Independently and accurately applies new vocabulary to written and oral responses.	Independently applies new vocabulary to written and oral responses.	Attempts to apply new vocabulary to written and oral responses with teacher support.	Has difficulty applying new vocabulary to written and oral responses even with teacher support.

SMHS School-wide Speaking Rubric - Accepted 2.19.2020

Criteria	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Speaks audibly, clearly and expressively	<input type="checkbox"/> Projects voice Speaks very clearly: <input type="checkbox"/> Enunciates very distinctly <input type="checkbox"/> Appropriate pace <input type="checkbox"/> Completely fluid speech <input type="checkbox"/> Minimal or no pronunciation errors <input type="checkbox"/> Very expressive intonation	<input type="checkbox"/> Voice audible Speaks clearly: <input type="checkbox"/> Enunciates clearly enough to be understood <input type="checkbox"/> Appropriate pace <input type="checkbox"/> Mostly fluid speech <input type="checkbox"/> Mostly correct pronunciation <input type="checkbox"/> Appropriate and expressive intonation	<input type="checkbox"/> Voice a bit too soft Needs to improve clarity: <input type="checkbox"/> Does not enunciate enough to be consistently understood <input type="checkbox"/> Inappropriate pace <input type="checkbox"/> Comprehensible pronunciation <input type="checkbox"/> Intonation somewhat inexpressive.	<input type="checkbox"/> Voice not audible Does not speak clearly: <input type="checkbox"/> Does not enunciate enough to be understood <input type="checkbox"/> Inappropriate pace <input type="checkbox"/> Incorrect pronunciation; prevents comprehension <input type="checkbox"/> Non-expressive
Employs verbal and non-verbal messages to enhance presentation	Verbal: <input type="checkbox"/> Skillfully uses an engaging style of presentation well-suited to its purpose and audience <input type="checkbox"/> Minimal or no grammatical errors <input type="checkbox"/> Organization skillful, logical and appropriate for purpose Non-verbal: <input type="checkbox"/> Skillfully uses appropriate non-verbal techniques to emphasize content. (May include gestures, objects and/or technology.)	Verbal: <input type="checkbox"/> Uses a style of presentation suited to its purpose and audience <input type="checkbox"/> Few grammatical errors <input type="checkbox"/> Organization logical and appropriate for purpose Non-verbal: <input type="checkbox"/> Uses appropriate non-verbal techniques to emphasize content. (May include gestures, objects and/or technology.)	Verbal: <input type="checkbox"/> Uses a style of presentation not well-suited to its purpose and audience <input type="checkbox"/> Several grammatical errors <input type="checkbox"/> Organization lacks logic or purpose Non-verbal: <input type="checkbox"/> Occasionally uses appropriate non-verbal techniques to emphasize content. (May include gestures, objects and/or technology.)	Verbal: <input type="checkbox"/> Lacking a style of presentation <input type="checkbox"/> Does not use correct grammar <input type="checkbox"/> Lack of organization and purpose Non-verbal: <input type="checkbox"/> Does not use any non-verbal techniques to emphasize content. (May include gestures, objects and/or technology.)
Shows depth of understanding	<input type="checkbox"/> Clearly and thoroughly defines topic, skillfully maintains focus. <input type="checkbox"/> Richly supports main idea with pertinent and compelling evidence as necessary. <input type="checkbox"/> Synthesizes thoughts to form an insightful conclusion	<input type="checkbox"/> Defines topic, maintains focus. <input type="checkbox"/> Supports main idea with evidence as necessary <input type="checkbox"/> Synthesizes thoughts to form a conclusion	<input type="checkbox"/> Topic stated without clear definition <input type="checkbox"/> Needs more evidence to support main idea as necessary. <input type="checkbox"/> Ends with summative conclusion	<input type="checkbox"/> Topic not stated or defined <input type="checkbox"/> Neglects to support main idea with any evidence as necessary. <input type="checkbox"/> Ends too abruptly; lacking conclusion
Demonstrates an awareness of audience	<input type="checkbox"/> Maintains meaningful eye contact with audience. <input type="checkbox"/> Creatively and consistently engages the audience <input type="checkbox"/> Uses a rich variety of related vocabulary and structures <input type="checkbox"/> Appropriately responds to all audience questions and feedback	<input type="checkbox"/> Maintains eye contact with audience. <input type="checkbox"/> Engages the audience <input type="checkbox"/> Uses an appropriate variety of related vocabulary and structures <input type="checkbox"/> Responds to most audience questions and feedback	<input type="checkbox"/> Uses some eye contact. <input type="checkbox"/> Attempts to engage the audience but needs improvement <input type="checkbox"/> Vocabulary and structures too brief, simple, repetitious or unrelated to subject <input type="checkbox"/> Attempts to respond to audience questions and feedback	<input type="checkbox"/> Avoids eye contact with audience. <input type="checkbox"/> Does not engage the audience <input type="checkbox"/> Random or inappropriate vocabulary and structures <input type="checkbox"/> Does not respond to audience questions and feedback

Sunapee Middle High School - Writing Rubrics-Procedural

PROCEDURAL	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> States a concise and clear purpose statement Provides context and overview that makes clear the relevance of the procedure (<i>why this procedure; why do this this way</i>) 	<ul style="list-style-type: none"> States a clear purpose statement Adequately provides context and overview 	<ul style="list-style-type: none"> Purpose statement is weak, wordy or not clearly linked to procedural steps. Context is vague 	<ul style="list-style-type: none"> Purpose is not clear No purpose statement or purpose is not linked to procedure
Details/Elaboration	<ul style="list-style-type: none"> Identifies prerequisite skills and knowledge(if any) Highlights any safety issues or precautions Adds a list of equipment, supplies, parts needed Includes any other preparation concerns Defines steps and sub-steps succinctly Includes hints, help, advice appropriately (not distracting or too personal or trivial) Adds illustrations, analogies, models, aids for understanding States a performance or success standard as follow-up 	<ul style="list-style-type: none"> Adds a list of equipment, supplies, parts needed Defines steps and sub-steps Employs some aids for understanding and preparation Indicates a conclusion or standard of success 	<ul style="list-style-type: none"> Defines minimal number of steps Brings steps to conclusion of procedure or process Some sub-steps are mixed randomly in with steps or not included at all (if needed) Includes few aids in understanding or elements of preparation 	<ul style="list-style-type: none"> Defines only some of the necessary steps required to accomplish task Aids to understanding are distracting/confusing or non-existent
Organization/Coherence	Skillful Structure: <ul style="list-style-type: none"> Strong, engaging presentation Effective sequencing of ideas relating back to purpose Format skillfully eases reader through the procedure 	Appropriate Structure: <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to purpose Format is easy to follow 	Weak Structure: <ul style="list-style-type: none"> Introduction needs some revision Sequencing may be illogical Format is difficult to follow 	Little to no Structure: <ul style="list-style-type: none"> Format inconsistent and/or confusing
Voice/Tone/Style	<ul style="list-style-type: none"> Writer's voice is confident, convincing, and imbedded within the textual information Clear sense of purpose and audience Consistent point of view 	<ul style="list-style-type: none"> Writer's voice is confident Writer's reaction and feelings about the thesis are evident Clear sense of audience and purpose Consistent point of view 	<ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic 	<ul style="list-style-type: none"> Unclear or no sense of voice Unclear or no sense of purpose and/or audience
Word and Language Choice	<ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Often uses precise words 	<ul style="list-style-type: none"> Correct/adequate words or phrases get message across Uses precise word 	<ul style="list-style-type: none"> More precise and accurate words are needed to convey a clear message 	<ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> Purposeful use of sentence structure to enhance intended effect Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> Some understanding of sentence structure Limited use of appropriate transitions 	<ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions
Grammar/Mechanics/ Usage	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors occasionally obscure meaning 	<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions

Sunapee Middle High School - Writing Rubrics-Narrative

<i>NARRATIVE</i>	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> • Skillfully and subtly combines story elements around a controlling idea 	<ul style="list-style-type: none"> • Combines story elements around a controlling idea 	<ul style="list-style-type: none"> • Story elements may or may not reveal a controlling idea • Overly simplistic 	<ul style="list-style-type: none"> • No clear controlling idea and/or theme
Details/Elaboration	<ul style="list-style-type: none"> • Anecdotes, sensory details and examples skillfully create a clear sense of characters' thoughts, actions and appearances within a vivid setting and engaging plot • Suspense and dialogue skillfully advance the plot, give insight into characters and keep the reader continually informed/entertained 	<ul style="list-style-type: none"> • Anecdotes, sensory details and examples create a sense of the character's thoughts, actions and appearances within a clear setting and context • Suspense and dialogue advance the plot, give insight into characters, and keep the reader informed/entertained 	<ul style="list-style-type: none"> • Provides minimally developed characters, setting and plot • Attempts to use details and/or anecdotes, suspense and/or dialogue, but with minimal effectiveness 	<ul style="list-style-type: none"> • Lacks a developed characters, setting and plot • Fails to use details, anecdotes, dialogue and/or suspense
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> • Strong, engaging exposition • Effective sequencing of ideas based on purpose and skillfully linked to theme • Resolution skillfully draws story towards a conclusion 	<p>Appropriate structure:</p> <ul style="list-style-type: none"> • Engaging exposition • Adequate sequencing of ideas based on purpose and linked to theme • Resolution draws story towards a conclusion 	<p>Weak structure:</p> <ul style="list-style-type: none"> • Exposition, sequencing of ideas in body and/or resolution need some revision • May be isolated events with weak sequencing 	<p>Little to no structure:</p> <ul style="list-style-type: none"> • Exposition, conflict, and/or resolution may not exist or may need major revision
Voice/Tone/Style	<ul style="list-style-type: none"> • Writer's voice is authentic, confident, entertaining, and imbedded within the story • Writer's personal style of writing skillfully shines through • Clear sense of purpose and audience • Consistent point of view throughout paper 	<ul style="list-style-type: none"> • Writer's voice is confident and authentic • Writer's personal style of writing shines through • Clear sense of audience and purpose • Consistent point of view 	<ul style="list-style-type: none"> • Sense of purpose and/or audience not clear • Writer's voice is detached from the story 	<ul style="list-style-type: none"> • Unclear or no sense of voice, purpose and/or audience
Word and Language Choice	<ul style="list-style-type: none"> • Precise words or phrases powerfully convey the intended message • Precise words skillfully show not tell 	<ul style="list-style-type: none"> • Correct/adequate words or phrases get message across • Precise words show not tell 	<ul style="list-style-type: none"> • More precise and accurate words are needed to convey a clear message 	<ul style="list-style-type: none"> • Limited vocabulary; words may be used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> • Purposeful and innovative sentence structure to enhance intended effect • Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> • Purposeful use of sentence structure to enhance intended effect • Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> • Some understanding of sentence structure • Limited use of appropriate transitions 	<ul style="list-style-type: none"> • Little or no sense of sentence structure • Lacks transitions
Grammar/Mechanics/ Usage	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscures meaning 	<ul style="list-style-type: none"> • Limited understanding of grade level appropriate conventions

Sunapee Middle High School - Writing Rubrics-Response To Literature

RESPONSE TO LITERATURE	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> • Compelling thesis that conveys a clear and insightful perspective 	<ul style="list-style-type: none"> • Coherent thesis that conveys a clear and insightful perspective 	<ul style="list-style-type: none"> • Weak or unclear thesis • Conveys limited understanding of text 	<ul style="list-style-type: none"> • No clear thesis
Details/Elaboration	<ul style="list-style-type: none"> • Keen analysis to include an exceptional understanding of (a) the way character traits and setting affect the plot and theme, and/or (b) the affect of the author's craft and style • Skillfully supports the thesis • Perceptive synthesis of ideas to show thoughtful and well-founded interpretation • Skillfully supports the thesis • Convincing use of significant examples and textual evidence to support thesis 	<ul style="list-style-type: none"> • Effective analysis of (a) how the story elements interconnect to reveal theme, and/or (b) the effectiveness of the author's craft and style • Supports the thesis • Justified interpretation based on ideas from the text that support thesis • Effective use of relevant examples and textual evidence to support thesis 	<ul style="list-style-type: none"> • Analysis conveys limited understanding of (a) the relationship of literary elements and theme and/or (b) author's craft and style • May not support the thesis • Summarization of details with some attempt at interpretation may not support the thesis • Limited use of examples or textual evidence to support thesis 	<ul style="list-style-type: none"> • Little or no evidence to support thesis
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> • Strong, engaging introduction • Creative and effective sequencing of ideas linked to thesis • Conclusion skillfully reinforces thesis and gives closure 	<p>Effective Structure:</p> <ul style="list-style-type: none"> • Engaging introduction • Effective sequencing of ideas based on purpose and related to thesis • Conclusion reinforces thesis and gives closure 	<p>Weak Structure:</p> <ul style="list-style-type: none"> • Weak introduction • Isolated facts with limited sense of organization • Incomplete conclusion or closure 	<p>Little or no Structure:</p> <ul style="list-style-type: none"> • Introduction, body and/or conclusion may not exist
Voice/Tone/Style	<ul style="list-style-type: none"> • Writer's voice is authentic, confident and convincing • Writer's reaction and feelings are skillfully articulated • Clear sense of purpose and audience • Consistent point of view 	<ul style="list-style-type: none"> • Writer's voice is confident and authentic • Writer's reaction and feelings about the reading are evident • Clear sense of audience and purpose • Consistent point of view 	<ul style="list-style-type: none"> • Retells story with writer's voice detached from the response • Sense of purpose and/or audience not clear • Lacks consistent point of view 	<ul style="list-style-type: none"> • Unclear or no sense of voice, purpose, audience, and/or point of view
Word and Language Choice	<ul style="list-style-type: none"> • Precise words/phrases powerfully convey the intended message • Skillful use of academic language embedded throughout text 	<ul style="list-style-type: none"> • Precise words/phrases convey intended message • Academic language embedded throughout text 	<ul style="list-style-type: none"> • More precise and accurate words/phrases are needed to convey intended message 	<ul style="list-style-type: none"> • Words/phrases are used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> • Purposeful and innovative sentence structure to enhance intended effect • Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> • Purposeful use of sentence structure to enhance intended effect • Transitions effectively connect ideas within and across paragraphs 	<ul style="list-style-type: none"> • Some understanding of sentence structure • Limited use of appropriate transitions 	<ul style="list-style-type: none"> • Little or no sense of sentence structure • Lacks transitions
Grammar/Mechanics/Usage	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> • Limited understanding of grade-level appropriate conventions

Sunapee Middle High School - Writing Rubrics-Informational

INFORMATIONAL	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> States a compelling and original thesis or purpose Skillfully supports thesis with clear and relevant information 	<ul style="list-style-type: none"> States a clear meaningful thesis or purpose Adequately supports thesis with clear and relevant information 	<ul style="list-style-type: none"> Weak thesis and/or too broad a purpose or focus Insufficient, unclear and/or irrelevant information 	<ul style="list-style-type: none"> No clear thesis or purpose Little or no supporting information to support thesis
Details/Elaboration	<ul style="list-style-type: none"> Skillfully presents detailed information Clear, logical conclusions throughout paper 	<ul style="list-style-type: none"> Adequately explains and interprets information Draws adequate conclusions 	<ul style="list-style-type: none"> Some explanation and Interpretation Weak conclusions 	<ul style="list-style-type: none"> Little or no Interpretation Weak or no conclusions
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> Strong, engaging introduction Effective sequencing of ideas relating back to thesis Conclusion skillfully reinforces thesis and gives closure to piece 	<p>Appropriate Structure:</p> <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to thesis Conclusion reinforces thesis and gives closure to piece 	<p>Weak Structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may need some revision Evidence may be isolated facts with weak sequencing 	<p>Little to no Structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may not exist or may need major revision
Voice/Tone/Style	<ul style="list-style-type: none"> Writer's voice is confident, convincing, and imbedded within the textual information Clear sense of purpose and audience Consistent point of view 	<ul style="list-style-type: none"> Writer's voice is confident Writer's reaction and feelings about the thesis are evident Clear sense of audience and purpose Consistent point of view 	<ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic 	<ul style="list-style-type: none"> Unclear or no sense of voice Unclear or no sense of purpose and/or audience
Word and Language Choice	<ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Often uses precise words 	<ul style="list-style-type: none"> Correct/adequate words or phrases get message across Uses precise words 	<ul style="list-style-type: none"> More precise and accurate words are needed to convey a clear message 	<ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> Purposeful use of sentence structure to enhance intended effect Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> Some understanding of sentence structure Limited use of appropriate transitions 	<ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions
Grammar/ Mechanics/ Usage	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors occasionally obscure meaning 	<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions
Source citation	<ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the entire works cited page is properly written and accurately presented in MLA format 	<ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the works cited page is properly written and accurately presented in MLA format with minimal exception 	<ul style="list-style-type: none"> While internal citations correspond to works cited, in some cases information is inaccurate or incomplete; the works cited page contains some errors in formatting 	<ul style="list-style-type: none"> CITATION ERRORS ARE TOO SIGNIFICANT TO BE FURTHER SCORED. PLAGIARISM IS A CLEAR POSSIBILITY.

Sunapee Middle High School - Writing Rubrics-Persuasive

<i>PERSUASIVE</i>	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> States a compelling thesis that skillfully appeals to the audience. Goes beyond the obvious. 	<ul style="list-style-type: none"> States an effective thesis (position) that makes a clear and knowledgeable judgment 	<ul style="list-style-type: none"> Thesis is too narrow, too broad or not immediately clear to reader 	<ul style="list-style-type: none"> No clear thesis
Details/Elaboration	<ul style="list-style-type: none"> Presents powerful arguments to support thesis Well documented evidence provides a consistent and convincing perspective on issue Effectively addresses opposing viewpoints and provides counter-arguments, building a convincing and well-focused argument 	<ul style="list-style-type: none"> Effectively supports thesis with relevant argument(s) and evidence. Adequately uses persuasive techniques to suit audience and purpose. Explains /elaborates Addresses an opposing viewpoint and provides a reasonable counterargument 	<ul style="list-style-type: none"> Supporting argument(s) or evidence insufficient, irrelevant or unclear Lacks explanation/elaboration Addresses opposing viewpoint but does not provide a reasonable counterargument 	<ul style="list-style-type: none"> Little or no supporting reasons or credible evidence to support thesis Doesn't address opposing viewpoint nor provide counterargument
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> Strong, engaging introduction Effective sequencing of ideas enhances argument and links to thesis Powerful conclusion skillfully reinforces thesis and gives closure 	<p>Appropriate structure:</p> <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to thesis Conclusion reinforces thesis and gives closure 	<p>Weak structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may need some revision Lacks consistency of ideas Evidence may be isolated facts with weak sequencing 	<p>Little to no structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may not exist or may need major revision
Voice/Tone/Style	<ul style="list-style-type: none"> Writer's voice is authentic, confident, convincing, and imbedded within the textual information Clear sense of audience and purpose consistent point of view 	<ul style="list-style-type: none"> Writer's voice is confident and authentic Writer's reaction and feelings about the issue are evident Clear sense of purpose and audience Consistent point of view 	<ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic 	<ul style="list-style-type: none"> Unclear or no sense of voice, purpose and audience
Word and Language Choice	<ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Skillfully balances precise wording to show while telling 	<ul style="list-style-type: none"> Effective words/phrases get message across Uses precise words to show while telling 	<ul style="list-style-type: none"> More precise words/phrases are needed to create a clear message 	<ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately
Sentence Fluency	<ul style="list-style-type: none"> Purposeful and innovative sentence structure enhances intended effect Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> Purposeful use of sentence structure enhances intended effect Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> Limited use of intentional sentence structure Limited use of appropriate transitions 	<ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions
Grammar/Mechanics/ Usage	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions
Source citation	<ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the entire works cited page is properly written and accurately presented in MLA format 	<ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the works cited page is properly written and accurately presented in MLA format with minimal exception 	<ul style="list-style-type: none"> While internal citations correspond to works cited, in some cases information is inaccurate or incomplete; the works cited page contains some errors in formatting 	<ul style="list-style-type: none"> CITATION ERRORS ARE TOO SIGNIFICANT TO BE FURTHER SCORED. PLAGIARISM IS A CLEAR POSSIBILITY.

Sunapee Middle High School - Writing Rubrics-Expressive

EXPRESSIVE	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> Well-focused on the topic throughout piece Writer carries purposeful intent throughout writing 	<ul style="list-style-type: none"> Focused on the topic Writer's purpose is evident 	<ul style="list-style-type: none"> Sometimes strays from the topic Writer's purpose is vague 	<ul style="list-style-type: none"> Poorly focused on the topic No apparent sense of purpose
Details/Elaboration	<ul style="list-style-type: none"> Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony Text is very easy to read (font/writing, spacing, color) and facilitates meaning Presentation is creative and original in design Clear ideas are well-supported with interesting and vivid details 	<ul style="list-style-type: none"> Good use of imagery, and effective use of literary devices: similes figurative language, puns, wordplay, metaphor, irony. Text is easy to read (font/writing, spacing, color) Presentation is somewhat creative and original in design Ideas are well-supported with details 	<ul style="list-style-type: none"> Images are unoriginal; little attention to use of figurative language Text is not easy to read (font/writing, spacing, color) Presentation is plain and ordinary More details are needed; ideas are not well-developed 	<ul style="list-style-type: none"> No use of imagery or figurative language Text is difficult to read (font/writing, spacing, color) Presentation is distracting Ideas are unclear; few details are given
Organization/Coherence	<ul style="list-style-type: none"> Organization promotes reader comprehension Excellent transitions; fluid progression between ideas 	<ul style="list-style-type: none"> Organization is logical and clear Good transitions; logical progression of ideas 	<ul style="list-style-type: none"> Poor organization Few transitions; lacking progression of ideas 	<ul style="list-style-type: none"> No organization No transitions; ideas do not progress toward a purpose
Voice/Tone/Style	<ul style="list-style-type: none"> Voice, tone and style are well-suited for audience and purpose Voice, tone and style is embedded throughout the piece 	<ul style="list-style-type: none"> Voice, tone and style are fairly clear and seem to fit the topic Voice, tone and style are consistent throughout the piece 	<ul style="list-style-type: none"> Voice, tone and style are rarely evident. Voice tone and style lack consistency 	<ul style="list-style-type: none"> Voice, tone and style are weak or inappropriate Elements of voice, tone and style are random
Word and Language Choice	<ul style="list-style-type: none"> Vivid and interesting word choices that promote appropriate tone. Excellent use of precise and varied vocabulary 	<ul style="list-style-type: none"> Word choice is appropriate and matches desired tone Good use of accurate vocabulary 	<ul style="list-style-type: none"> Word choice is vague and mundane Wording is sometimes repetitive and inaccurate. 	<ul style="list-style-type: none"> Word choices are limited Wording is bland or incorrect.
Sentence Fluency	<ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs or stanzas 	<ul style="list-style-type: none"> Purposeful use of sentence structure to enhance intended effect Transitions connect ideas within and across paragraphs or stanzas 	<ul style="list-style-type: none"> Sentence structure shows limited purpose Limited use of appropriate transitions. 	<ul style="list-style-type: none"> Little or no sense of sentence structure No transitions
Grammar/Mechanics/ Usage	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning Manipulation of grammar, usage to promote meaning Correct spelling 	<ul style="list-style-type: none"> Few errors in grammar and usage Mostly correct spelling 	<ul style="list-style-type: none"> Errors in grammar, usage and spelling occasionally obscure meaning 	<ul style="list-style-type: none"> Frequent errors in grammar, usage and spelling make understanding difficult or impossible

Laker Social and Civic Competencies

	Exceeds the Standard (4)	Meets the Standard (3)	Almost Meets the Standard (2)	Does not Meet the Standard (1)
Respect:	The student consistently acts with respect and kindness toward other students and staff members. The student's interactions are positive, the student actively engages in the helping of others, and the student is respectful of others' opinions and differences.	The student usually acts with respect and kindness toward other students and staff members. The student's interactions are largely positive, and the student is usually helpful toward others in the school community. The student is respectful of others' opinions and differences.	The student shows inconsistent respect and kindness toward students and staff members; interactions with classmates or staff members are occasionally negative. This behavior is sometimes manifested in negative or hurtful comments. The student does make efforts to correct or improve upon negative interactions or comments.	The student often makes hurtful, disrespectful, or mean comments toward other students or staff members. The student is rarely helpful, is not respectful of others' differences and opinions, and makes little effort to improve situations where negative interactions have impacted others.
Responsibility	The student is consistently prompt to school and classes and accepts responsibility for his or her actions. The student consistently meets school and class deadlines, appropriately advocates for themselves, and is proactive in setting up meetings regarding school and class expectations.	The student is consistently prompt to school and classes and meets school and class deadlines. While the student usually accepts responsibility for his or her actions, occasional prompting is required to meet school and class expectations.	The student is occasionally late to school and classes. The student usually takes responsibility for his or her actions; however, the student often focuses more on the obstacles rather than the solutions. The student usually needs prompts to meet school and/or classroom expectations.	The student is often late to school or class, does not take responsibility for his or her actions, and does little to take steps to improve areas of concern. The student needs frequent prompting to meet school and class expectations, and still has repeated instances of inability to meet these expectations.
School and Community Contribution	The student consistently contributes to school and class activities, displays exemplary effort in class and school activities, and contributes in a variety of service activities.	The student is a positive and regular contributor in school and class activities; in community activities the student exhibits effort instead of observation.	Though the student is present at class and school activities, they are frequently a passive and/or reluctant contributor.	The student is either a non-contributor in class and school activities or a disruptive presence in class and at school activities.
Learning Independence	Independently, the student is able to persist in finding and implementing the necessary resources to accomplish educational goals while maintaining a consistently positive attitude. The student is able to demonstrate flexibility, eagerly seeks opportunities that stretch his or her learning, and is able to adapt readily to change.	The student is able to independently implement necessary resources to accomplish educational goals while maintaining a positive attitude. The student is able to respond positively to personal and educational setbacks, demonstrate flexibility and self-advocacy skills and is able to adapt readily to change.	The student is reluctant to independently engage in challenging activities and assignments and has difficulty implementing the necessary resources to accomplish educational goals. The student is often inflexible in thought, has difficulty adapting to change, and often has a negative attitude when given challenging activities.	The student is often unwilling to engage in challenging activities. The student is either unwilling or unable to independently use necessary resources to accomplish his or her goals, and is consistently inflexible and unwilling to adapt to change.

ACCEPTABLE USE POLICY FOR STUDENTS (JICL-R)

The district maintains modern computers and devices which are designed to enhance the education and achievement of all students. The district will endeavor to provide a safe and wholesome computing and Internet environment. However, it is possible that a user will be able to find ways to circumvent access limits and controls. For that reason, parents should be aware of the potential availability of offensive material on the Internet, and students and parents are both advised that the student is ultimately responsible for his/her conduct on the Internet and while using district computer equipment. The full Acceptable Use Policy (JICL-R) is available on the district website at www.sau85.org and is available at the school offices. It is the expectation that students and parents are familiar with the Acceptable Use Computing Policy.

ACTIVITIES/CO-CURRICULAR PROGRAM

The following programs and experiences are provided as a supplement to the academic program and are designed to offer enrichment, promote social development and encourage service to the school and community.

A. Patriotic Events

In accordance with the philosophy which recognizes the school's "commitment to the democratic heritage upon which this country was founded" and in keeping with provisions set forth in RSA 189-18 - there will be school wide exercises commemorating Memorial Day and Veteran's Day.

B. School Sponsored Dances

Students are asked to observe the following rules pertaining to supervised school dances:

1. Student groups should receive administrative approval for any school dance which will be accompanied by expectations for that dance.
2. Once students and guests leave the building they may not return.
3. Alcohol, drugs, and the use of tobacco are strictly prohibited. Enforcement of this rule will be shared by the administration and the police department.
4. Dances will end no later than 11:00 PM.
5. School Dress Code is in effect.

C. Additional Co-Curricular Activities

Art Show/Art Club	Drama Club/Plays*	Outing Club
Bartlett Prize Speaking	Folio	Principal's Advisory
Chess Club	Harvard Model Congress*	Service Club
Close-up*	National Honor Society	Student Council*
Destination Imagination		

Eligibility requirements for co-curricular activities will meet the same standards as athletic eligibility requirements.

D. Athletics

1. Philosophy

Sunapee Middle/High School's Athletic Program is built around the concepts of participation, discipline, dedication and desire. Every attempt will be made by the school to provide a positive experience for each student wishing to participate in the athletic program. The Sunapee Middle/High School Athletic Program seeks to enrich the student's background and training by providing a program which offers each individual an opportunity for developing the intellectual, moral, physical and social aspects of the student's personality.

2. Sports Sponsored by Sunapee Middle/High School

Fall: Bass Fishing, Golf, Soccer, Volleyball

Winter: Basketball, Alpine Skiing, Nordic Skiing, Ski-Jumping

Spring: Baseball, Softball, Track

Other sports may be added depending on the students' interests, and the availability of qualified coaches and sufficient funds.

E. Eligibility

1. In order to remain eligible the student must realize that they are always subject to the guidelines and regulations of the Sunapee Middle/High School student/parent handbook and athletic handbook.
2. Students who fail to meet the behavioral expectations of the coach or the school may be dropped from that co-curricular activity.
3. The athlete must sign a form with the school indicating he/she has passed a current physical examination.
4. To qualify for high school athletics, the athlete must not have attended eight or more semesters of high school.
5. The athlete may not become nineteen (19) years of age before September 1 of the current school year.
6. The athlete must be passing four (4) subjects and failing no more than one (1) subject for the appropriate marking period for each sport. An appeal may be presented to the principal and athletic director for students passing four (4) subjects but failing more than one (1) subject. Students failing at least one class will be required to participate in support programs that will assist in improving student grades. The athletic director will check the eligibility of athletes prior to each sport's season.

ATTENDANCE

Regular attendance of students is an essential ingredient for successful performance in course work. In the interest of student learning, regular attendance at school shall be required of all students throughout the school year. In registering for school, a student along with their parent/guardian, makes a commitment to regular attendance in all courses.

- * The school year consists of 180 days for underclass students and 175 days for seniors.

- * Morning attendance is taken immediately after the 8:00 A.M. bell. School is dismissed at 2:47 P.M.

A. Absenteeism

It is recognized that there are occasions when a student is unable to attend school due to medical or other unavoidable causes. Such absences may be [are] considered to be excusable but still may adversely affect the student's progress in schoolwork. **Although these days are excused they will still count towards a student's attendance total.**

Besides medical reasons, excusable absences include such reasons as: weather, religious holidays, funerals, family crisis, approved college visitations (school sponsored or accompanied by a parent/guardian), court appearances, and others as approved by the principal. **It is important to note that these absences count toward a student's attendance total.**

It is the STUDENT'S responsibility to find out what has been missed during the absence and make arrangements with the teacher to have the assignments completed when they return to school. Work not made up will be marked "zero". In case of a missed exam it is not always desirable, convenient, or even possible to allow a student to write a similar exam at a later date. We urge students and parents to try to avoid absences whenever possible on these days.

B. Excused Absences

The following guidelines are in place for excused absences:

1. Unless unavoidable, as in the case of illness or emergency, requests for excused absences must be approved in advance by the principal. Students will be expected to provide a doctor's note after 10 absences from school. Again, excused absences count toward a student's attendance total.
2. Upon entering school property by bus, automobile, or any other means, students may not leave the grounds or be dismissed from school without the permission of a parent/guardian **and** the approval of the principal or his designee.
3. Parents are requested to call the school office between 7:00 A.M. and 8:00 A.M. each day their child will be absent. If a call is not received the absence will be considered unexcused. The names of unaccounted for students will be referred to the administration for review.
4. Students are subject to a loss of credit for the school year if they are absent from school for more than **21** days. Absences for doctor's appointments, illnesses, etc., count toward a student's absence total. Only school related activities or extenuating circumstances that are pre-approved by the administration are exempt from the student's attendance total. Similarly, 21 or more absences in a particular course, or **(11)** for a half-credit course, may result in a loss of credit for that class. Students losing credit due to excessive absences may: 1) attend summer school; 2) petition for an individual education plan; 3) appeal to the principal. Students choosing to do any of the above must complete the requirements by September 1 of the following school year.
5. Without a written medical statement of explanation, students engaged in a co-curricular program shall not be eligible to participate if they are absent after 8:20 A.M. on the day of the event. Similarly, if they are not in school before

8:20 A.M. after the activity, they may not participate in the next scheduled activity of the same program. Events include athletic contests, drama productions, proms/dances, etc.

6. Students who know, in advance, that they will be absent from school for acceptable reasons (e.g. college visits, funeral), must get a YELLOW SLIP from the office. To receive an excused absence, the student must have each of their teachers sign the Yellow Slip and return it to the office PRIOR to the absence.
7. The progress of students who are absent for more than five (5) days from a class per quarter will be carefully monitored. Arrangements for make-up work will be made for prolonged illness or injury verified by a physician, school sponsored activities, and other extenuating circumstances.
8. Students are expected to make up work in a timely manner. For those students who have planned absences, work should be completed either before the absences occur or immediately upon his or her return to school. This determination will be made at the discretion of the teacher.

Students whose absences are not planned should be given one day per absence to complete work that they have missed during his or her absence. This can be modified at the discretion of the teacher.

- * SMHS Administration reserves the right to limit the amount of academic time students may miss for co-curricular activities including, but not limited to field trips, school sponsored trips, athletic events, and assemblies. This may be determined by attendance records, academic performance, and achievement history based upon past absences from academic classes.

C. Unexcused Absences

The following guidelines are in place for unexcused absences:

1. A student whose absence from class is not accounted for or is not covered in school policy is considered inexcusably absent from class (i.e. skipping class). Such absences may result in office detentions or suspension of the student. Parents of students with an unexcused absence will be contacted. Students who miss tests and assignments due to unexcused absences will not be given the opportunity to complete an assignment or make-up a test and will be awarded a mark of “zero”.
2. Students who are excessively absent and less than 18 years of age are referred to the truant officer (police).

D. Tardiness

Punctuality is a discipline required by all and a courtesy owed to teachers and fellow students. Tardiness is disruptive to the teaching process and is not acceptable behavior. Continued tardiness will result in the following disciplinary action:

1. Being late for a class may cause disruption. At the discretion of the teacher, students will be required to report to the office. If no change in this pattern of behavior occurs the parents will be notified and disciplinary action will be taken. Once a student has been tardy to class 3 times, an absence from that class will be recorded. An additional absence will be recorded for every 3 tardies afterwards.

2. Being late to school without an acceptable reason may result in detention. Tardies to school – First four tardies = 1 office detention; every tardy thereafter will result in an office detention. Excessive tardiness will result in the assignment of Saturday detention. (Slate is cleaned at end of first semester.). Chronically truant students may be referred to the truant officer.

BEHAVIOR AND DISCIPLINE

A. Student Responsibilities

1. Students have a responsibility not to infringe on the rights of others.
2. Students have the responsibility not to engage in violence or to engage in conduct that can reasonably be predicted to result in the disruption of the school environment.
3. Students have a responsibility to attend classes and to encourage others to do likewise.
4. Students have the responsibility to complete all assigned work on time. Make up of quizzes and tests are to be done as scheduled by the teachers involved.
5. Students have a responsibility to refrain from using vulgar, profane and obscene words and making libelous or slanderous statements about other persons.
6. Students have a responsibility to refrain from acts of disrespect and insubordination.
7. Students have a responsibility to obey school rules.
8. Students should be aware that their out-of-school conduct reflects on their family, school, and community and, therefore, have a responsibility to conduct themselves appropriately.
9. Students have a responsibility not to engage in conduct that will predictably result in defamation of character or physical or psychological injury to others.
10. Students who turn eighteen are still considered full-time students with the same responsibilities for attendance as everyone else. Eighteen year old students may not just sign themselves out of school to do “errands” without the permission of an administrator. Permission for these errands will be held to a minimum and only approved for emergency situations.

B. Conduct of Students (Policy JIC)

Student behavior shall be based on respect and consideration for the rights of others. Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other board policies, or is otherwise inappropriate is prohibited. Students are expected to maintain appropriate classroom behavior that allows teachers and staff to perform their professional duties effectively and without disruption.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district, while on school owned and/or operated school or chartered vehicles and/or while attending or engaged in school activities. Students may also be disciplined for off-campus behavior in accordance with the provisions of Policies JIC.

C. Student Behavioral Expectations

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy.

The Student Handbook for each school shall be submitted to the School Board for review each year. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Student Handbook.

The Behavioral Expectations shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.

All temporary removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

D. Discipline

1. “Removal from the Classroom” means a student is sent to the building Principal’s office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher’s discretion if the student refuses to obey the teacher’s directives, becomes disruptive, fails to abide by school or District rules, or the behavioral expectations, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Detentions are not appealable.

2. “Restriction from school activities” means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student’s parent/guardian.

Restrictions under this policy are not appealable.

3. “Detention” means the student’s presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher’s discretion, and building detention at the Principal’s discretion, if the student refuses to obey the teacher/employee’s directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the behavioral expectations, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. Saturday Detention

Saturday detention may be substituted for one day of suspension. Saturday detention will take place from 8:00 A.M.-12:00 P.M. The detention will take place in a school classroom and will be staffed by a rotating schedule of school staff who are paid for the time. Study hall rules are in effect for the duration of the detention. Students are required to sit quietly and work. They may be required to complete an assignment that is designated by the school administration. Students who fail to serve Saturday detentions are subject to suspension from school and loss of co-curricular privileges until the time has been served.

5. “Temporary Reassignment” or “in-school suspension” means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the behavioral expectations, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

6. “Probation” means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

7. Out-of-School Suspension (OSS)

RSA 193:13 – Suspension and Expulsion of Pupils: The Superintendent, or his/her representative as designated in writing, is authorized to suspend pupils from school for gross misconduct, neglect or refusal to conform to the reasonable rules of the school.

A student may be suspended out of school for no more than ten days by the principal. Students who are suspended out of school may not participate in any school activities or school sponsored events, (nor may they be on school property for any reason or attend any school event without permission from the principal), until they are re-admitted in good standing.

A conference between the parents, student, and administration may be necessary prior to reentry.

8. Repeated Disciplinary Issues

Upon the fourth (4th) suspension of any kind, the Administration may require the student to sign a behavior contract to address the inappropriate behavior and strategies for

improvement. Failure to follow the behavior contract will result in a meeting with the Principal, Assistant Principal, student, and parent/guardian. Further school infractions may result in a request for expulsion.

The following are prohibited behaviors:

1. Any distasteful public display of affection (office detention, parent contact).
2. Lack of cooperation with authorities or deliberate disrespect of others, or engaging in any other behavior that is illegal or disrespectful of the school community (office detention, Saturday detention, ISS, OSS, parent contact, police if illegal).
3. Failure to report to the principal, assistant principal, or to the school secretary if the administrators are not available, when referred to the school office (Saturday detention, parent contact).
4. Use of vulgar, profane, obscene, or defamatory language (Saturday detention, OSS, parent contact).
5. Fighting, threats and assaults. Violators may be referred to the police.
 - a. 1st offense: Recommended 3 day suspension.
 - b. 2nd offense: Recommended 5 day suspension.
 - c. 3rd offense: Recommended 10 day suspension and a hearing requesting expulsion.
 - d. Saturday detention may replace some of the suspensions.
6. Vandalism/theft of the property of either the school or any individual.
 - a. Recommended 2 day suspension.
 - b. Complete restitution before re-entry.
 - c. Parent conference for re-entry.
 - d. Saturday detention may replace some of the suspensions.
7. Giving or receiving unauthorized assistance on examinations, tests, quizzes or homework. The penalty will be a zero (0) grade on the assignment and a warning from the administration. Also, the parent(s) and/or guardian(s) will be notified by the administration. Plagiarism will be treated as cheating.
8. The distribution, possession or use of controlled substances, drugs, drug paraphernalia or alcoholic beverages in the building, on the school grounds, on the bus or at school functions, including athletic events and field trips, is not allowed. A suspension of up to ten days will be imposed upon violators. Additional days may be given by the superintendent of schools and the student may be expelled. Violators will be referred to the police for further legal action.
9. Possession/use of any form of tobacco in the building, on the bus and/or on the school grounds is strictly prohibited. A suspension of up to five days will be imposed and the police will be notified of the incident.
10. Skipping or walking out of class - Saturday detention

11. Skipping detention – First time – add one to total assigned, second and subsequent – Saturday detention, ISS. Detentions still must be served in addition to any suspension.

12. Leaving campus – Saturday detention/suspension.

E. Field Trips

While representing the school on field trips or co-curricular events, students will be expected to conduct themselves in accordance with the rules and regulations set forth in the Student/Parent Handbook.

F. Behavior Continuum (Tardy penalties excluded)

1. Once a student has received three (3) detentions from the same teacher, the student will be referred to the office for the fourth (4th) occurrence and may be assigned an office detention by the office.
2. Once a student has been assigned office detentions for three (3) separate incidents, the fourth (4th) incident may result in an automatic Saturday detention.
3. Once a student has been assigned Saturday detentions for three (3) separate incidents, the fourth (4th) incident may result in an automatic OSS.

G. Due Process (JICD)

Due process procedures will be followed when an administrator suspends a student for any period of time up to a maximum of ten (10) days. These procedures include:

1. Notice: Informing the student verbally or in writing of the charge against him/her.
2. Evidence: Informing the student of the basis of the charge.
3. Hearing: The student is given the opportunity to tell his/her side of the story. The administrator then makes the decision.
4. Written explanation to at least one parent/guardian explaining the discipline action.
5. Long term suspensions may be appealed to the superintendent and then the school board.

H. Long term suspension/expulsion

The school board may impose a long term suspension (greater than 20 days) and/or expel any student who engages in gross misconduct or neglects or refuses to comply with the standards of orderly conduct prescribed by the school's rules and regulations. Expulsion is very serious. If a student is expelled by a school district, no other public school in New Hampshire may enroll that student until the expulsion is over.

BUILDING SECURITY

In an effort to better protect our students, we have taken the following precautions:

- ◆ All doors are locked at 8:00 A.M. when all students should be in school.
- ◆ During the school day all students are to enter and exit from the main entrance after signing in/out in the office. Students failing to do so risk detention/Saturday detention. The school day begins when students arrive on the school premises.

- ◆ All visitors to the school, including parents, are asked to register in the office and pick up a visitor’s badge to wear while in the school. Badges are to be returned and the visitors must sign out when they leave.
- ◆ An emergency code system is in place throughout the school for emergency situations.

BULLYING

A. General Statement of Policy

The Board is committed to providing all students a safe school environment in which all members of the school community are treated with respect.

This policy is intended to comply with RSA 193-F, which specifically identifies “bullying” as a form of student harassment. Conduct constituting bullying will not be tolerated, and is prohibited by this Policy, in accordance with RSA 193-F.

B. Bullying Defined

- * The following are selected parts of the bullying policy as adopted by the Sunapee School Board. For a copy of the entire policy please contact the school principal. Appropriate reporting forms are also available in the principal’s office.

PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying (School Board Policy JICBB) *

I. Definitions (RSA 193-F:3)

1. **Bullying**. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - (1) Physically harms a pupil or damages the pupil’s property;
 - (2) Causes emotional distress to a pupil;
 - (3) Interferes with a pupil’s educational opportunities;
 - (4) Creates a hostile educational environment; or
 - (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.
2. **Cyberbullying**. Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. **Electronic devices**. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. **School property**. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA)

C. Reporting Procedures

Any student who believes s/he has been a victim of bullying may report the alleged act to the building principal. If a student is more comfortable reporting the alleged act to a person other than the building principal, the student may contact any school district employee.

Any school employee, or employee of a company under contract with a school in the District, or the District itself, who has witnessed or has reliable information that a student has been subjected to “bullying,” as defined in “B” above, shall report such incident to the principal, or his/her designee, who shall in turn report the incident to the Superintendent and/or his/her designee.

The Principal is initially responsible for receiving oral or written reports of violations of this policy. The Principal may designate, in writing, an additional person to receive such reports.

After receiving any such report, the Principal shall report the incident to the Superintendent and/or his/her designee. If the Principal received the information verbally, he/she shall reduce the report he/she received to writing within twenty-four hours of receiving the information, and forward it to the Superintendent and/or his/her designee. If the Principal received the information in writing, he/she shall forward what he/she received to the Superintendent and/or his/her designee within twenty-four hours of receipt.

The District shall make available forms for reporting incidents of bullying, and shall encourage the use of these forms. Such forms shall be available in the Principal’s office in each building, and from the Superintendent’s Office.

D. Investigation

The Superintendent and/or his/her designee shall direct an investigation to be made of reports of bullying in accordance with the procedures specified in Policy JICBB.

E. Training

The Superintendent and /or his/her designee may develop age-appropriate methods of discussing the meaning, substance, and application of this Policy with staff and students in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents.

F. Notice of Policy

The Superintendent and/or his/her designee shall provide notice to students and staff of this Policy through appropriate references in the student and employee handbooks, or through other reasonable means. The Superintendent and/or his/her designee shall also make all contractors contracting with the District aware of this Policy.

G. Disciplinary Action

If it is determined after an investigation, that a student has engaged in bullying conduct, that student shall be subject to appropriate action, which may include, but not be limited to, suspension and expulsion.

Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements.

(Statutory & Regulatory Requirements: RSA 193-F [Pupil Safety and Violence Prevention Act of 2000])

H. Bullying As Abuse

Under certain circumstances, bullying could constitute abuse under RSA 169-C, the Child Abuse Reporting Act. In such situations, employees shall comply with provisions of the school district's policy JLF and the law.

I. Sexual Harassment

Bullying may constitute sexual harassment in which case it shall be subject to the school district's sexual harassment policy.

J. Immunity

A school employee, or employee of a company under contract with a school or school district, who has reported violations under this policy to the principal, or designee, shall be immune from any cause of action which may arise from the failure to remedy the reported incident and shall not be subject to liability for making the report.

CHECK-OUT PROCEDURE

Students who are transferring or leaving school permanently are required to fill out a check-out slip from the office, and submit the completed form to the secretary's office before being officially released from the school.

COMPLAINT PROCEDURE

Sunapee Middle/High School would like to address all concerns and problems in the most timely and efficient manner possible. To that end we would ask that parents and students follow this procedure.

1. Speak first with the teacher.
2. If a satisfactory solution is not reached, speak with the principal or assistant principal.
3. If a satisfactory solution is still not reached, the parent or student may request a meeting with the superintendent and then the school board.

DRESS CODE

- A. In order to enhance the high standards of SMHS, to maintain an atmosphere conducive to learning and to prepare students for working environments, we must encourage students to exercise good taste, neatness, and cleanliness. Students and their parent(s)/guardian(s) have the responsibility to be aware of the school dress code and to conform to those requirements. The responsibility to interpret and enforce the policy rests with the administration.
- B. Physical Education students are required to wear appropriate dress during classes.
- C. Students are expected to be appropriately dressed when representing the school off campus.
- D. Student Dress Code (School Board Policy JICK)

The school board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for the health and safety of students, staff, and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial or material disruption, the principal shall take appropriate action to correct the situation.

Students who violate this policy will be given the opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing the clothing inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

The following guidelines are to assist students in their understanding of the dress code policy:

1. Clothing, jewelry, tattoos, or accessories, which through word or design, display the following, is not permitted:
 - ◆ Use of alcoholic beverages, tobacco or other drugs
 - ◆ Sexual references and/or language
 - ◆ Symbols of gang identification
 - ◆ Intolerance or lack of respect to others on the basis of gender, race, religion, ethnic, social, sexual preference, disability or economic background are inappropriate and prohibited. All tattoos which are not in compliance with the above-stated guidelines must be covered.
2. Clothing that exposes the chest, abdomen, midriff, genital area or buttocks is not permitted.
3. The following types of clothing are not permitted:
 - ◆ Spaghetti straps, backless tops, halter tops, muscle tops, and tank tops
 - ◆ Shirts that expose the midriff at any time
 - ◆ Pants or shorts not cinched at the top of the hips
 - ◆ Any clothing that exposes undergarments
 - ◆ Lingerie or pajama wear worn as outer garments
 - ◆ Skirts & shorts that are excessively short and do not completely cover the buttocks

- ◆ Form fitting tops, pants, skirts or dresses*

**Note: Leggings, yoga style pants, or similar materials must be covered by a dress, shirt, shorts, or skirt that covers the buttocks and genital area.*

4. Sunglasses/colored glasses are prohibited unless prescribed or authorized by a physician.
5. Head coverings (including hats, head stockings, bandanas, or sweatbands) shall not be worn in school except for religious, cultural or medical purposes as approved by the administration.
6. Footwear must be worn at all times.
7. Safety/protective clothing and footwear, as well as athletic and gym clothing and sneakers, shall be worn as required by the subject teacher or organization advisor while students are participating in specialized activities. Students wearing a hairstyle that presents a hazard to the learning environment will conform to safety standards as required by the subject teacher.
8. Students shall not wear accessories or clothing that could pose potential danger to themselves, others, and/or property. This includes heavy chains, spiked bracelets, and/or other items of dress.
9. Other styles or types of clothing or makeup may also be inappropriate. Ultimately the appropriateness of a student's appearance will be determined by the faculty and administration.

FIRE OR DISASTER DRILLS

Students are urged not to take fire drills lightly. Upon hearing the alarm they will follow their teacher's directions and leave the building from the nearest exit quietly and in an orderly manner. Appropriate directions for students will be available in each classroom.

GRADE REPORTING

A. Academic Warnings

Academic warnings are issued when applicable approximately half-way into each marking period. Student assessments, however, may be given at any time during the marking periods at the discretion of the teacher.

B. Report Cards

Report cards will be distributed to the students no later than six (6) days following the end of the marking period.

C. Grading System

The grading system is as follows:

A = 93-100 Excellent, distinctive scholastic attainment

B = 85-92 Above average scholastic attainment

C = 78-84 Average work

D = 70-77 Below Average work

F = 0-69 Unsatisfactory work

D. Incompletes

Students who do not complete the required work in a course during the school year are subject to receiving a failing grade unless special arrangements are made. At the end of the final marking period, they will have no more than two weeks to complete the requirements of the course unless an extension is granted with administrative approval. Failure to comply with these standards will result in a loss of credit for the semester and/or year.

GRADUATION/PROMOTION REQUIREMENTS

A. 22 Credits

All high school students must earn 22 credits in order to meet graduation requirements.

B. Course Credits

Courses which carry one (1) unit of credit shall be scheduled to meet for 150 clock hours of instructional time per year. Courses which are scheduled for less than 150 hours shall be assigned fractional values proportionally.

C. Correspondence Credits

High school students will be allowed to take no more than three (3) full credits by correspondence but must receive approval from the principal beforehand. The courses must meet the hourly requirements prescribed by the State Department of Education.

D. Failed Courses

Students who have failed a course during the school year may - upon approval from the principal - take a make-up program by attending a summer school, an adult education course or a correspondence program equal to at least thirty (30) hours of study on the condition that they have completed the course with at least an average of 60 and have completed midterm and final exams for the course.

E. Independent Studies

Students taking independent studies courses for credit by faculty members must file an application, and the principal must approve it.

F. Required credits for graduation

4 credits----- English	1/2 credit ----- Computer Technology
3 credits----- Math	1/2 credit ----- Economics
1 credit----- Physical Science	1/2 credit ----- Health
1 credit----- Biology	1/2 credit ----- Fine Arts (Art or Music)
1 credit----- Social Studies	1/2 credit ----- Senior Project
1 credit----- US History	1/2 credit ----- Civics
1 credit----- Physical Education	7 credits----- Electives
	Total= 22 Credits

G. Promotion Requirements

Promotion to the next high school class level will be based on credit accumulation using the following categories as a guide:

- ◆ To be a sophomore: 5 credits
- ◆ To be a junior: 10 credits
- ◆ To be a senior: 15 credits
- ◆ To graduate: 22 credits

Middle school students who fail two or more core subjects ***may not be*** promoted to the next grade. Parents will be required to meet with administration to develop a plan to bring the student up to grade level.

GUIDANCE/HEALTH SERVICES

A. Guidance Services

The focus of the guidance and counseling program is to provide direct involvement with, and service to, students. The guidance counselors shall help students who need assistance with personal problems, course work, grades, promotion criteria, career planning, testing, and college selection. The guidance counselors shall assist students in developing:

1. A better understanding and acceptance of themselves, their strengths and limitations, their attitudes, needs, interests and value as unique individuals.
2. Interpersonal relationships.
3. Problem-solving and decision making skills.
4. An acceptance of responsibility for their social, educational, occupational, and vocational development.

The guidance counselors will direct and assist teachers, advisors, and parents providing for the needs of the child.

In support of the guidance services, an advisor-advisee system has been developed to provide all students with their own teacher or staff member to whom they will report each morning for attendance and to whom they may seek assistance on any matters relating to their schedules, progress reports, and general well being.

The guidance counselors will administer at least one standardized achievement test and an interest survey to all students while in grades 7-8 and at least one during their high school tenure. The counselor will also assist the advisors and classroom teachers in the interpretation of the results and how they may be used to improve the status of the student.

The guidance counselors will assist all students with transfer procedures to another school, compiling current grades and transcripts and forwarding information to the new school.

The guidance counselors will offer referral services to parents of students with drug, alcohol, emotional or psychological issues. Parents or students with these concerns should contact the counselor for assistance.

B. Health Services

1. A nurse will be on duty during the school day to provide medical services in the event of an illness or emergency.
2. No medication may be given to any student by school personnel except under the supervision of the school nurse upon written order of a doctor and with permission of the parent or guardian. Prescription medicines being taken by students during school must be registered with the school nurse.
3. Vision and hearing screens may be conducted on all students PK-Grade 12 when school personnel feel that it is warranted. Parents who don't want their child's vision or hearing screened will need to send a letter to their child's school each year indicating their child is to be excluded.
4. To be eligible to participate in interscholastic athletics at SMHS, every athlete must receive a complete physical. This must be done prior to participating in any practice session or playing in any game or scrimmage.
5. If there is a change in the health of a student, the parent/guardian should inform the school authorities as soon as possible.
6. Any question pertaining to the Communicable Disease Control Policy adopted by the Sunapee School Board can be answered by the school nurse. A copy of this document is available for review upon request.

C. Suicide Prevention

The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- ◆ Students will learn about recognizing and responding to warning signs of suicide in friends and how to seek help as needed. Resources and referrals will be provided as needed.
- ◆ Designated building suicide prevention liasons (school counselors, district school psychologist, and district adjustment counselor) will serve as a point of contact for students in crisis in all school buildings.

Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

UNLAWFUL HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS (ACAA)

Sunapee Middle/High School is committed to providing all students with a safe and supportive environment. Members of the school community are expected to treat each other with mutual respect and to accept the diversity which makes up the community. Disrespect among members of the school community is unacceptable behavior which threatens to disrupt the learning environment and decrease self-esteem.

1. Harassment is a form of unlawful discrimination as well as disrespectful behavior which will not be tolerated.
2. Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

A. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status.

Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed in Board Policies JICIA – Weapons, Violence and School Safety and JICK – Bullying.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ; see Title IX Sexual Harassment page 50.

Retaliation

It is a separate and distinct violation for any member of the school community to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures for harassment. In

addition, a person who knowingly makes a false report may be subject to the same action that the school may take against any other individual who violates this. The term “false report” refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.

Reports and Complaints of Harassment or Sexual Harassment (ACAA-R)

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Unlawful Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

Confidentiality

SMHS recognizes that both the complaining student and the alleged harasser have strong interests in maintaining the confidentiality of the allegation and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with the legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

HAZING POLICY

“It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board shall engage or participate in hazing.

“For purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board.

“Endanger the physical health shall include, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, drug or controlled, dangerous substance, or any forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

“Any hazing activity upon which the initiation, admission into, or affiliation with an organization sanctioned or authorized by the Board is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

“This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy shall be subject to disciplinary action which may include, but is not limited to, expulsion for students and employment termination for employees.

HONOR ROLL

A. The Honor Roll will be posted ten (10) days after the close of the marking period.

B. The Honor Roll has two categories:

1. High Honors - obtained by students earning no grade below 93.
2. Honors - obtained by students earning no grade below 85.

INSURANCE COVERAGE

Insurance coverage must be obtained to participate in co-curricular activities. In the absence of family coverage, students may apply through the school at the beginning of the school year.

INTERROGATIONS/SEARCHES

Students may not be interrogated or interviewed on school premises by any outside authority, with the exception of law enforcement personnel and trained caseworkers under certain circumstances, without the knowledge of the school official, and without obtaining parental notification and consent.

Any interrogation must be done in private, with an official school representative present.

A student may not be released into the custody of persons other than a parent or legal guardian unless by legal authority.

If a student is removed from school by legal authority, the parent or guardian will be notified of this action by school officials as soon as possible.

LIBRARY

The library is a productive, academic, business-like work space. In other words, courteous, cooperative, and purposeful use of the room is required at all times. Students who wish to use the library during their study hall must sign up in advance, and students who are on the Restricted List must also have a signed Restricted List pass. Due to class visits, study halls visits are sometimes limited due to space and equipment limitations.

Students assigned to the library for virtual learning must, on a daily basis and for all scheduled time in the library, work quietly on their VLACS course work. Computer screens and the VLACS Partner School website will be monitored in order to help evaluate student work habits. Students will be assigned a specific workstation and computer, on which course-specific software can be installed by the student, VLACS proctor, or technology support person. Students are required to work at their assigned location and not interfere with the progress of

other students in the library. Students who complete their VLACS course earlier than anticipated are required to enrol in another VLACS course. During periods of time between enrolment and actual VLACS course participation, students will be assigned to a regular study hall. If the time between enrollment and participation becomes extended, reassignment to another Sunapee Middle High School class will be considered.

LOCKERS

- A. Students are assigned permanent lockers for which they are held responsible.
- B. Since lockers belong to the Sunapee School District the administration reserves the right to inspect them and search them at will.
- C. The display of stickers, pictures, literature, or advertisements that are sexually suggestive or drug and alcohol related are prohibited. No stickers, pictures, etc. may be placed on the outside of the locker.

LUNCH PROGRAM

- A. Information pertaining to free or reduced lunches can be obtained from the school office.
- B. Students are offered a well balanced nutritious lunch. Milk may be purchased separately. A breakfast is available before the beginning of school each day.
- C. Cutting in line, being disruptive in the cafeteria, leaving the table without cleaning up, and showing disrespect to the monitors are unacceptable. Students responsible for these violations will face disciplinary action.
- D. Students shall remain seated during the lunch period except to empty their trays or go to the bathroom.
- E. Students may not leave the cafeteria during lunch.
- F. Food and beverages will not be permitted in the resource center, gym or any instructional areas except for advisory. At the discretion of the teacher, water can be permitted in the classrooms. Water bottles should be in clear plastic containers. With the exception of advisory, only plain water will be permitted in the classroom.

NATIONAL HONOR SOCIETY

Membership in the Sunapee Chapter of the National Honor Society is determined by the school's Faculty Council and is based on proven scholarship, leadership, character, and service history. To be eligible for consideration a student must be a member of the junior or senior class, must have a cumulative grade average of 89.0 (high school courses only) and have earned a specified number of high school credits. Students who meet the academic criteria are, in the fall, invited to complete application materials. Students who are selected by the Faculty Council for NHS membership are inducted into the Society during a special ceremony in October. Additional information, including membership requirements and the full NHS Constitution, is available on the National Honor Society page of the school website.

NEW STUDENTS

New students who are enrolling into the school must have copies of their medical and academic records on file before they can be registered. They must also fill out an emergency card with whatever information is needed to reach the family. The student will be referred to the guidance counselors for course scheduling.

Students who have been expelled from another school will not be admitted to Sunapee Middle/High School until such time as the expulsion from the sending district has expired.

NO SCHOOL ANNOUNCEMENT

The Superintendent of Schools decides when school is to be called off due to inclement weather or unforeseen emergencies. Decisions are usually made by 6:30 A.M. We will utilize our Alert Now system for notification. The information will be available as soon as possible on WMUR TV-Channel 9 and our school website at www.sau85.org.

PERSONAL DEVICES

In Class

- With teacher permission, personal devices may be used in class and will be allowed to access the school's public wireless network. Other forms of Internet access, such as cellular data plans, are prohibited.

In Study Hall

- Laptops, tablets, and other similar devices may be used, with teacher permission.
- Phones and other similar-sized devices may be used with teacher permission.
- Students who violate the personal devices rules will not be allowed to have any personal electronic device in study hall.

Between Classes/Out of Class

- No personal device, including laptops and tablets, may be used during passing time, lunch time, or during other times outside of class. All pocket-sized devices must be away.

Violations

- For any violation of these terms, privileges for personal devices will be lost for 15 school days. A violation during the suspension of privileges will result in a detention and further loss of personal device privileges.

Caveats

- If appropriate use is not maintained, certain classes or study halls may be restricted from using personal devices. Administration reserves the right to limit use of personal devices in school.
- Repeated infractions may result in office detentions as well as being required to complete coursework in appropriate digital citizenship.

PLAGIARISM (TURNITIN)

Turnitin, a cloud-based plagiarism detection service, will be used in several curricular areas. When teachers or students submit work to Turnitin, the service “compares [a] paper's text to a vast database of 24+ billion pages of digital content (including archived Internet content that is no longer available), over 250 million papers in the student archive, and 120,000+ professional, academic and commercial journals and publications. The software is regularly updated with new content acquired through new partnerships. One of the most widely distributed educational applications in the world, Turnitin is used by more than 10,000 institutions in 126 countries to manage the submission, tracking and evaluation of student papers online.” -- http://turnitin.com/en_us/products/faqs

SCHEDULING CHANGES

To make any change in their schedule, students are required to file an application with the administration within five (5) school days after the beginning of the course except when specially designated by the principal.

SCHOOL FACILITIES

The middle/high school building, built in 1973-74, renovated in 1997-98, situated on approximately 43 acres, is located on North Road. It is a one story steel framed building on one floor and handicap accessible. The grounds include two large soccer fields, a softball field, a baseball field, and a gym which is used for volleyball and basketball practices as well as for middle school games. The Sherburne Gymnasium on Route 11 is also available for JV/Varsity volleyball and JV/Varsity basketball games. Memorial Field, dedicated on May 7, 1994, is available for all JV & Varsity baseball games and fall soccer games.

**** AHERA NOTICE:** Sunapee Middle/High School has an Asbestos Management Plan, as required by the federal Asbestos Hazard Emergency Response Act, as amended, of 1986. The plan is available for review in the Superintendent's office in Sunapee.

SPECIAL EDUCATION RIGHTS AND REFERRAL PROCESS

NOTICE OF THE RIGHTS PURSUANT TO RSA 186-C:16-B. THE STATUTE OF LIMITATIONS FOR SPECIAL EDUCATIONAL CASES

The state and federal special education laws (New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20, United States Code, Sections 1400-1415) require that the school district offer a “free appropriate public education” to all educationally disabled children.

These statutes define educationally disabled children as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not obtained a high school diploma.

A “free appropriate education” consists of specially designed instruction and educationally related services in accordance with an “individualized” education program developed by the district in consultation with the student’s parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine your child’s

eligibility. Such referrals should be addressed to: Sean Moynihan, Principal, Sunapee Middle/High School, 10 North Road, Sunapee, NH, 03782, Telephone 763-5615.

1. **Special Education Referral:** The special education process is most effective when parents and school personnel are well informed and able to work together. The special education process includes seven steps: identification (child find), referral and disposition of referral, evaluation, determination of eligibility and identification of the disability category, development of the Individual Education Program, determination of educational placement, and implementation and monitoring. A student may be referred to special education by a teacher, parent/guardian or administrator by submitting a request in writing to the principal, using the special education referral form from your school.
2. **Child Find Procedures:** In accordance with ED 1103.01 (CFE 300.125) child find, SAU #85 is committed to assuring that all children with potential disabilities residing within our district are identified, located and evaluated. The preschool holds biannual child find checks and the SAU sends out annual child find letters to all private and parochial schools, doctors, and other agencies that come into contact with children, and to all families and students who have dropped out or refused services. Ads are also placed in local newspapers to seek out anyone who may be eligible to receive special education services.

STUDENT RECORDS

Sunapee Middle/High School, in compliance with the Family Educational Rights and Privacy Act of 1974, guarantees students, parents and guardians the right to inspect all personally identifiable records maintained in the school. Students, parents and guardians may challenge any educational records that they believe are inaccurate or misleading. The principal will respond to a written request to inspect records within 45 days. Directory information on students may be released for any purpose unless a written objection is received. A form is included at the end of this handbook which you should sign and return if you want this information withheld for any reason.

STUDENT RIGHTS

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h affords legal guardians or eligible students certain rights regarding the conduct of the Sunapee School District of surveys, collection and use of information for marketing purposes, and certain physical exams. The PPRA requires the Sunapee School District to notify legal guardians and obtain consent or allow legal guardians to opt their child out of participating in certain school activities.

These activities include a student survey, analysis or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s legal guardian.
2. Mental or psychological problems of the student or student’s family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating or demeaning behavior.

5. Critical appraisals of others with whom respondents have close family relationships.
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers.
7. Religious practices, affiliations of beliefs of the student or legal guardian.
8. Income, other than as required by law to determine program eligibility.

These rights include:

- ◆ Consent

Before students are required to submit to a survey that concerns one or more of the above protected areas (“protected information survey”) and if the survey is funded in whole or in part by a program of the U.S. Department of Education, the PPRA requires the Sunapee School District to notify legal guardians/eligible students and obtain consent.

- ◆ To receive notice and an opportunity to opt a student out of:

Before students are required to submit to a survey that concerns any other protected information survey, *regardless* of funding.

OR any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law.

OR participating in activities involving collections, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others, the PPRA requires the Sunapee School District to notify you and provide an opportunity to opt a student out of such activities.

- ◆ Inspect, upon request and before administration or use:

Legal guardian and eligible students have the right to inspect, upon request and prior to administration, protected information surveys of students, instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes and instructional material used as part of the educational curriculum.

The Sunapee School District has developed and adopted policies regarding these rights as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The Sunapee School District will directly notify legal guardians and eligible students of these policies at least **annually** at the start of each school year and **after any substantive changes** through US Mail or e-mail.

STUDENT USE OF CARS

- A. The State of New Hampshire has long established that driving an automobile is a privilege as long as the operator abides by the rules of the road. Accordingly, careless driving on school property is more than just an offense against school regulations. It is in violation of the law and anyone accused of driving unsafely will immediately be reported to the local law

authorities. Also, any improper use of a car on the premises can result in suspension from school for a period of time not to exceed five (5) days.

- B. Students will be assigned parking spaces. Only students in good standing may drive cars to school. Priority will be given to upperclassmen concerning available parking spaces. A nominal fee will be charged for students wishing to park their cars at school.
- C. Parking at the school is a privilege that can be withdrawn if it is abused. A speed limit of 10 miles per hour will be observed on school grounds.

STUDENT VISITORS

Student visitors to the school are discouraged. In most cases they are a distraction to classes and students. Written requests for permission to invite guests for a day in the school must be made to the administration no later than 24 hours beforehand.

Visitors then must report to the office with written documentation of approval from a parent or guardian before being considered for admission into other parts of the building. When applicable, written permission must be granted from the visitor's own school principal.

STUDY HALLS

Study halls should be used wisely. The supervisor will carefully adhere to the following guidelines:

1. Casual talk among students is prohibited.
2. Requests to leave study hall for the media center, computer lab, or to see a faculty or staff member, must be approved by the supervisor before students can sign out.
3. The media center is primarily a research facility and must be used accordingly. It also provides opportunities for quiet reading. So that the library remains an organized, comfortable, and productive learning center, it will sometimes become necessary to limit the number of visitors for a particular period. If a class is expected in the library, the size of the class and purpose of the visit will determine how many study hall openings are available.
4. Students should bring all necessary materials with them to study hall.
5. Students who are failing or in danger of failing any one of their subjects will remain in study hall unless arrangements have been made with specific teachers to study in another learning area in the school.

TESTING

The assessment of student learning is important for monitoring student progress and for designing differentiated instruction. Formal and informal assessment methods are used at every grade level and address a range of skills and concepts. These assessments may include curriculum-based measures, quizzes and tests, projects, presentations, reports, demonstrations, various written and oral activities, etc.

Standardized tests are also administered throughout the school year. Some examples include:

- NWEA - administered annually and up to three times a year depending on need
- SAS - as directed by state mandates
- SAT – as directed by state mandates
- Career Cruising/Naviance – periodically for middle and high school students

If you have questions about our assessment practices, please contact the building principal.

TITLE IX POLICY

The Sunapee School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Mr. Russell Holden, Superintendent, Sunapee School District, 70 Lower Main Street, Sunapee, NH 03782, (603) 763-4627, rholden@sunapeeschools.org, or the NH Human Rights Commission (603-271-2767).

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive *and* objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Other Forms of Sexual Harassment

Some forms of sexual harassment may not meet the definition under Title IX (see paragraph 1, above) but is still prohibited under New Hampshire Law.

The District defines other forms of 'sexual harassment' as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

- a) Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b) Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or

- c) Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

TRANSPORTATION PROCEDURES

A. Student Conduct on School Buses (School Board Policy JFCC)

Students using District transportation must understand that they are under the jurisdiction of the school from the time they board the bus until they exit the bus.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct. The following conduct is expected of students when using school transportation. (School Board Policy JFCC-R)

1. Students shall arrive at the bus stop at least five minutes before the bus is scheduled to arrive.
2. Students shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed them to proceed.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
5. Students shall go directly to an available or assigned seat when entering the bus and move in toward a window.
6. Students shall remain seated until they have reached their designated stop, and the bus has come to a complete stop. Aisles and exits must be kept clear at all times, and the emergency door will be used for emergencies only.
7. Everyone shall observe classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decision and requests must be followed.
8. Students are permitted to carry only objects that can be held in his or her lap.
9. Students shall refrain from throwing or passing objects on, from, or into the buses.
10. Students shall refrain from eating and drinking on the bus.
11. Students shall respect the rights and safety of others.
12. Students shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from the principal.)

13. Students are prohibited from extending their head, arms, or objects out of the bus windows. Students will not be allowed to lower windows without permission of the driver.
14. Only authorized riders will be permitted on the bus.
15. When necessary, students will be expected to sit three passengers to a seat.
16. Students are prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol,
17. Students shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling, or acts of physical aggression on the bus.
18. Students shall not carry hazardous material, nuisance items, or animals onto the bus.
19. Students are prohibited from hitching rides via the bumper or other parts of the bus.
20. Students/Parents will be held responsible for any and all damages that are perpetrated by the student onto the bus.

When a child is suspended from riding the bus, IT BECOMES THE PARENT'S RESPONSIBILITY TO TRANSPORT THE CHILD ACCORDING TO NH LAW. Suspension shall not begin until the next school day following the day notification of suspension is sent to the student's parents. THIS IS A SUSPENSION FROM RIDING THE SCHOOL BUS AND NOT TO BE CONSIDERED A SUSPENSION FROM SCHOOL.

B. Violations

The following will not be allowed on the school bus and will result in suspension from the bus:

Fighting, use or possession of tobacco, alcohol, or narcotics; vandalism, throwing objects out of the window, and profanity, vulgarity, or disrespectful behavior toward a driver.

Repeated incidents of the following violations may result in suspension from the bus:

Causing loud noises or disturbances that could distract the bus driver's attention from the road, standing or changing seats while the bus is in motion, and disruptive or disrespectful behavior.

This list is not all-inclusive. Other actions that may constitute a safety hazard will also result in suspension of bus riding privileges after proper notification of parents.

C. Infractions of Discipline

1. Written report of violations must be given by the driver to the principal within 24 hours.
2. The principal will send written notice to the parents for first offenders. Some violations will result in immediate suspension from riding the bus for a number of days, depending on the violation.
3. Habitual offenders may be suspended from the bus for an extended period of time with superintendent approval.

VOCATIONAL PROGRAMS

Sunapee High School is a participating member of the Sugar River Valley Regional Technical Centers serving Region #10: Claremont, Newport, and Sunapee. Students enrolled in these programs will follow the rules and regulations of the receiving school to which they have been assigned while they are under the district's jurisdiction.

Vocational transportation will be provided by the district. Private cars may be used with the approval of the principal and written parental permission.

WEAPONS ON SCHOOL PROPERTY

Weapons are not permitted on school property at any time. Visitors, faculty, staff and students are prohibited from bringing or possessing any weapon, whether visible or concealed, into any building, onto school property or a school bus, or to any school-sponsored event.

The terms "weapons" includes, but is not limited to firearms or other dangerous weapons as defined by 18 U.S.C. 921 and RSA 159, which includes, but is not limited to rifles, pistols, revolvers, pellet guns, paintball guns, knives, slingshots, metallic knuckles, firecrackers, clubs, billies, stilettos, switchblade knives, sword canes, pistol canes, blackjacks, daggers, dirk knives, pepper gas, Mace or any other substance, object or thing, which by appearance or function, is known, thought to, or capable of producing death or bodily injury.

"Possession" shall include, but not be limited to:

1. Having control over the object during any part of a school day or while on school property or a school bus, or at school-sponsored activities.
2. Transporting the object to school, school property or a school bus, or to school sponsored activities.
3. Storing the object anywhere on the school premises, whether in the student's locker or any other student's locker, or any other place on school property or a school bus.
4. Performing any other act which causes or contributes to causing the object to be on school property or a school bus, or at school-sponsored activities or which causes or contributes to causing an object to be used on school property or school bus, or at a school-sponsored activity including, but not limited to knowingly being in the immediate vicinity of the object.

A violation of this policy by any person will result in an immediate report to the Principal, who shall in turn notify the police. A student violation of this policy will result in immediate confiscation of the weapon and notice to the student's parents or guardians. If a student violation involves a firearm, the school board shall expel the student from school in accordance with RSA 193:13, III, and the Student Discipline Policy. If a student violation involves the possession of a pellet gun, BB gun, firearm or paintball gun, or any other weapon, the student may be suspended and/or expelled by the school board pursuant to RSA 193:13, II, and the Student Discipline Policy.

The Superintendent or designee shall have the authority pursuant to RSA 193:13, III, to grant written authorization to a student or others to possess a firearm or other weapon on school property. Any such authorization shall be requested in writing and any such request by the student shall also be signed by a parent or guardian. The authorization shall be issued in advance

of the possession and shall identify the student or others, the weapon or firearm, the purpose of the possession, and timeframes of the authorization.

Law enforcement personnel are exempt from this policy.

WORKING PAPERS

Application for working papers may be obtained through the school secretary's office. A birth certificate or other evidence of date of birth is required to obtain working papers.